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ABSTRACT

This guide contains instructional activities intended to integrate a comprehensive program of instruction in employability skills into the local K-12 curriculum in Wisconsin. The nine employability skills taught are work ethic, commitment, communication, interpersonal relationships, responsibility, job-seeking and job-getting, reasoning and problem-solving, health and safety habits, and personal attributes. Beginning sections explain the document's background, list the employability skills and associated competencies, and introduce the instructional activities. Instructional activities follow for each employability skill. In each case, the activities appear in groups for lower elementary, upper elementary, middle-junior high, and high school students. For each activity, materials, procedures, evaluation methods, and enrichment activities are suggested. Materials such as checklists, sample letters to employers, sample reward stickers, interview questions, puzzles, mystery game clues, patterns to be duplicated, and assignment logs are included. Specific competencies being taught are also listed. (CML)

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Classroom Activities in
EMPLOYABILITY SKILLS
for Education for Employment

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Classroom Activities in Employability Skills for Education for Employment

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

Vicki Poole
Consultant, Education for Employment

John Benson
Administrator
Division for Instructional Services

Robert H. Gomoll
Director
Office for School Improvement

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Foreword

A well-trained work force that can effectively and efficiently produce goods and services is basic to a strong economy. And, just as a well-trained work force is the backbone of Wisconsin's economy, a sound work ethic is essential for a self-sufficient citizenry.

To ensure that Wisconsin maintains a high-quality work force and that its students develop a sound work ethic, school districts throughout the state have implemented Standard (m), the Education for Employment standard, into their curriculums. In addition, schools and businesses have joined hands to establish partnership councils that develop local plans for comprehensive education for employment programs.

These plans embody all seven elements of education for employment, including instruction in the development of good employment skills and attitudes necessary for all workers. This element, which employers cite time and again as being critically lacking in many high school graduates, addresses the skills and attitudes all workers need to obtain and retain general employment.

Regardless of a worker's level of education, employers look for people who work well with others; who give a day's work for a day's pay; and who are honest, dependable, loyal, and responsible. These qualities are not inherent; they must be taught, nurtured, and reinforced from childhood through adulthood. And, they are qualities that all children need exposure to and exercise in throughout the day—at school, at play, and in the home.

Of course, successfully developing good employability skills in Wisconsin's youth will take adept teaching practices and the participation of local employers; families; school administrators, teachers, and staff; and business and commerce organizations. This publication, *Classroom Activities in Employability Skills for Education for Employment*, will guide us in helping students acquire the employability skills so crucial to both statewide and individual success. It's up to all of us to instill in our children a work ethic that will set them on a course toward a prosperous and satisfying employment future.

Herbert J. Grover
State Superintendent

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Jennifer Boyd
Slinger High School

Merle and Colleen Butterick
Rock River Corporation
Janesville

Carol Connors
Harrison Elementary School
Janesville

John Haslam
Bucyrus-Erie Company
South Milwaukee

Terry Largent
Oconomowoc High School

John Negley
Whitewater School District

John Niemeier
Department of Public Instruction
Madison

James Rickabaugh
Oconomowoc School District

Audrey Smith
Fort Atkinson School District

Sandy Stanton
Osseo-Fairchild School District

Mary Van Zandt
Powers Elementary School
Beloit

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Background

In their book *In Search of Excellence: Lessons from America's Best Run Companies*, Thomas J. Peters and Robert H. Waterman, Jr. point out that outstanding companies share a common characteristic—they constantly study their customers' needs and look for ways to improve their products to meet those needs.

It's also sound practice for schools to follow. The success of local schools and of local businesses employing local graduates is interdependent. It would be difficult for one to succeed if the other is failing. Thus, school personnel, with input from the local business community, need to strive constantly to improve the match between the education they offer and the needs and expectations of business.

In 1982, approximately 2,500 employers statewide were invited to take part in the Parker Project's Business and Education Survey concerning the preparation of high school students for the world of work. Nearly one-third of them responded, representing 57 percent of the state's private-sector work force. Of those, more than 80 percent felt it was the high school's responsibility to provide its graduates with a comprehensive education program that leads to competencies and preparation for future employment.

According to these employers, most young job applicants were rejected because of deficiencies in the following skills:

- applying and interviewing for a job
- general attitudes toward work
- good appearance
- specific job skills

In addition, employers cited weakness in the following skills or competencies which caused recent high school graduates or dropouts to lose their jobs or be unsuccessful on the job:

- work habits
- general attitudes toward work
- working with others
- quantity and quality of work
- accepting advice and supervision
- understanding the value of work

In more recent surveys conducted by the Wisconsin Department of Public Instruction, employers were asked: "What skills and/or characteristics do you want potential employees to have when they interview for a position in your business?" Once again, most responses centered around general employability skills such as getting along well with others, possessing good communication skills, being dependable, and having a sound work ethic.

Employers also indicated that these attributes are important in all workers, regardless of their level of education. To ensure that students develop a strong set of employability skills, education in these skills should begin in elementary school and continue through to graduation.

Based on the information garnered from the employer surveys, as well as a review of state and national literature, members of the Employability Resource Guide Steering Committee identified nine key employability skills with a list of competencies for each skill (see Table 1).

Table 1

Nine Keys to Employability

Employability Skills	Competencies
Work Ethic	Work well without supervision Exhibit reliability and dependability Accept responsibility Work beyond normal hours when needed Show pride in work Accept responsibility for own behavior Show initiative Conduct self in a calm and controlled manner Demonstrate maturity in thoughts, actions, and deeds Exhibit patience Manage time efficiently and effectively Display appropriate assertiveness Evaluate own work
Commitment	Observe all organizational policies Demonstrate interest and enthusiasm in the job Consider work as more than a job Exhibit loyalty to the organization and its employees Display a desire to improve Give best effort consistently and strive to please Show concern for future career with the organization Understand the world of work and basic economic concepts
Communication	Question appropriately Notify supervisors of absences and reasons for absences Seek help when needed Demonstrate clear, effective written and oral communication skills Demonstrate good listening and responding techniques Develop telephone skills
Interpersonal Relationships	Work well with peers Accept authority and supervision; work effectively with supervisor Accept constructive criticism Work as a team member Display a friendly and cooperative spirit Accept assignments pleasantly Demonstrate tactfulness in difficult situations Become aware of and accepting of cultural differences Respect the rights and property of others Display leadership qualities Identify varying management styles Understand self and accept value systems of others

Nine Keys to Employability

Employability Skills	Competencies
Responsibility	Organize work and manage time efficiently Exhibit accuracy, precision, and neatness in work and work habits Demonstrate ability to complete assignments in timely manner Follow oral, visual, written, and multistep directions Display care for tools and materials Strive to improve job performance Seek new assignments when time permits Understand employer expectations
Job-Seeking and -Getting Skills	Become aware of creative potential Utilize creative ability in on-the-job situations Prepare job applications and resumes Conduct career/job search Develop job application letters Demonstrate effective interviewing skills Display understanding of benefits and payroll procedures
Reasoning and Problem Solving	Display flexibility Integrate creative and innovative ideas Synthesize and process job components Adapt to changing demands of the job Organize work and manage time efficiently Reason and make objective judgments Understand rules and procedures Apply basic skills
Health and Safety Habits	Observe safety rules Maintain a good work pace and production rate Practice good personal hygiene Dress in a well-groomed, appropriate manner Recognize stress-related situations and deal with them effectively Develop physical stamina and tolerance for the kind of work being done Maintain good personal health
Personal Attributes	Develop a good self-esteem and positive self-image Define personal and professional goals Demonstrate emotional stability Exhibit positive attitudes Demonstrate self-motivation and self-management Develop an understanding of motivation for work Exhibit self-confidence and self-awareness Display honesty in personal and work situations

Introduction

Classroom Activities in Employability Skills for Education for Employment sets the stage for integrating a comprehensive program of instruction of employability skills into the local K-12 curriculum. This guide provides educators with the information they need to develop, expand, and improve their curriculum to meet the employability skills element of Standard (m), the Education for Employment standard.

Based on the nine keys to employability described in Table 1, the classroom activities presented here are arranged according to the appropriate employability key and address one or more of that key's corresponding competencies. In addition, the classroom activities are gradated into four learning levels—lower elementary, upper elementary, middle/junior high, and high school.

This guide is not a mandated course of study; rather, it offers recommendations reflecting the most current thinking of business and educational leaders. The classroom activities, as well as the nine keys of employability and their competencies, were intended to provide educators with ideas to design a curriculum that helps students develop useful employability skills and build positive work attitudes.

Some activities make students aware of their level of employability; others help them understand and apply important personal and professional development concepts. Most activities in this guide include an "Enrichment Activities" section that often involves the participation of someone from outside the school.

Each school district is encouraged to enlist the help of local businesses, parents, community leaders, and community organizations to ensure that its education for employment efforts are current, applicable, and relevant to labor market needs. These people and organizations can be a valuable resource in developing student awareness of career opportunities, and many often are willing to help if they are asked.

Lower Elementary	The Worker's Box	2
	Catching Myself Being Special	4
Upper Elementary	Giving a Helping Hand	6
	I'm Proud of My Work!	8
Middle/Junior High	What Kind of Worker Am I?	11
	Making the Most of My Time	13
High School	Evaluating Employability Skills	16
	Attendance, Punctuality, and Working Independently	24

Work Ethic

Work well without supervision
Accept responsibility
Show initiative
Exhibit patience

The Worker's Box

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. A box to hold materials, a materials checklist (example included), workers' name tags to paste on the front of the box, classroom supplies.

Procedure

The teacher selects a student from each group to be "worker for a day," who is responsible for the worker's box and its contents. The "worker" gets out the worker's box at the beginning of work time.

Before the worker can go to recess or move onto a new activity, the materials must be returned, accounted for, and turned in to the teacher. If anything is missing, the worker must try to find the item in a timely manner without being told and without losing patience with his or her classmates.

As each worker turns in his or her box, the teacher collects the checklist and examines the boxes to make sure that all the items are in it while the worker waits to be excused. Workers should exhibit patience as they wait their turn to be checked out.

Evaluation Methods. Teacher observation, checklist.

Enrichment Activities

1. You can apply this activity to many classroom jobs, such as milk passers, napkin passers, hand checks, etc. Be sure to give equal attention to each student.

2. Invite a local professional to come in and discuss their tools of the trade and how they take care of them. How do they keep track of their tools? What happens if they are lost, stolen, or damaged?

3. Have students choose an item to belong to the whole class, and students take turns having "possession" of the item. They need to follow rules set up by the class and must show patience in waiting their turn. They must accept responsibility for their behavior with the item.

4. Ask parents to give their child items to take care of. Ask them to show their child how to care for the item and provide them with a checklist similar to the one used in this activity. Soon, the child should not need the checklist and should show initiative to do the expected tasks without being told.

Worker's Box Materials

* *

***6 Crayons:** ☐ yes

1 yellow 1 black
1 red 1 brown
1 blue 1 purple

***3 Scissors** ☐ yes

***3 Colored pencils** ☐ yes

1 black, 1 red, 1 blue

***3 Erasers** ☐ yes

***3 Paste jars** ☐ yes

* *

Worker of the day: _____

Work Ethic

Conduct self in a calm and controlled manner
Demonstrate maturity in thoughts, actions, and deeds
Exhibit patience

Catching Myself Being Special

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. "Smile" faces and "frown" faces (samples included) cut out of construction paper.

Procedure

The teacher puts the smile faces in a box that students can get to at anytime during the day. Instruct students that they may help themselves to a smile face whenever they feel that their behavior has been especially good.

When a student has to be reprimanded, the teacher privately discusses the misbehavior with the student and gives him or her a frown face to keep in his or her pocket. When the student behaves in a more positive manner, he or she may exchange it for a smile face.

The teacher may reward any student that has demonstrated consistent good behavior for the week with praise and, perhaps, a small treat.

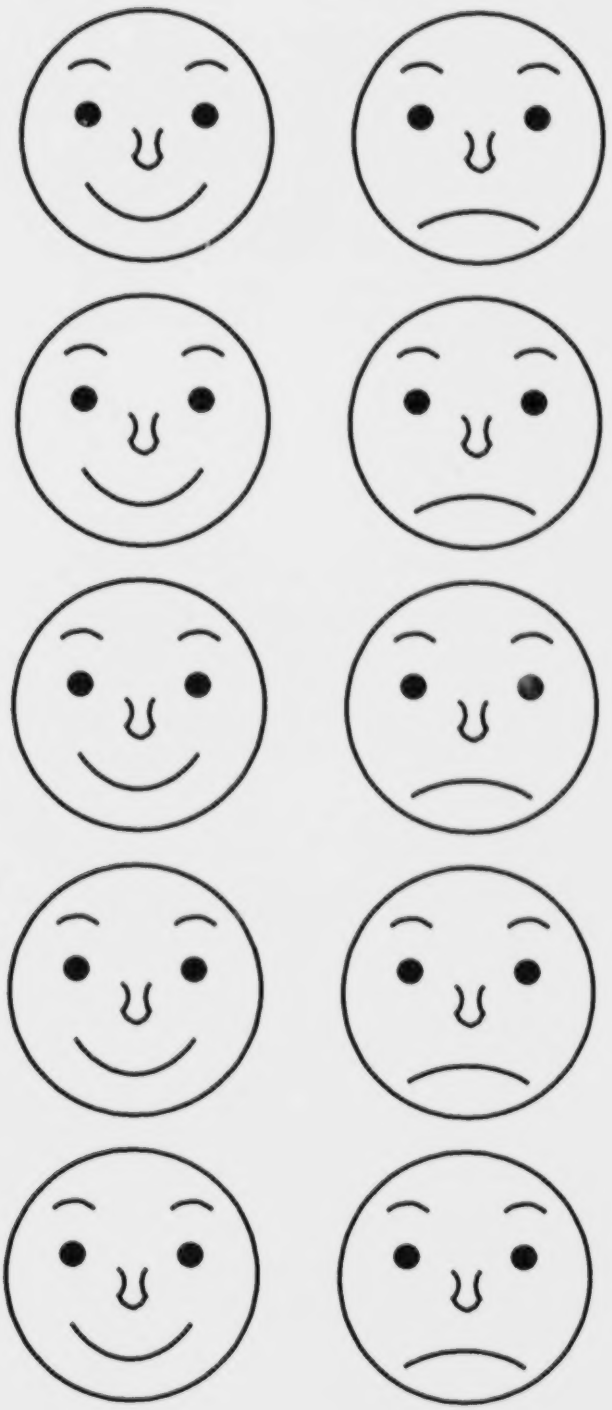
Evaluation Methods. Teacher observation, class discussion.

Enrichment Activities

1. Students who have earned all smiles for the week may receive special privileges such as choosing a book to be read aloud in class, taking five extra minutes of recess, or being leader for a day to lunch.

2. Have students mention someone from the class that they think has displayed good behavior or has done a good deed during the day.

3. Discuss with the students how well the class did on their behavior awareness.



Work Ethic

Show initiative
Conduct self in a calm and controlled manner
Demonstrate maturity in thoughts, actions, and deeds
Exhibit patience
Display appropriate assertiveness

Giving a Helping Hand

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. Copies of "I'm a Great Worker" stars (copy included).

Procedure

Tell students that when they finish their work each day, they may help a classmate with his or her work. Instruct the helpers that they may not give answers, they only can help the other student to understand the work. Encourage them to show patience and understanding and to not give up. Inform them that they are free to choose whom they want to help, but urge them to select a different classmate each time.

Observe the students working together, and note the ones who demonstrate a good working relationship. At the end of the week, reward these students with "Great Worker" stars. A larger reward may be awarded to students who earn five or more stars. Constant praise can make this activity "contagious."

Evaluation Methods. Teacher observation, class discussion, student reports.

Enrichment Activities

1. At the end of each day, identify the helpers who provided assistance, and discuss whether they were patient, understanding, and helpful.

2. Invite parents and community members to discuss how helping each other, being patient, and showing initiative helped them in their jobs and why it benefits the whole group.

3. Invite parents and community members to be helpers for a day. At the end of the day, discuss with the students how they felt about having extra help doing their work. This may be done before asking the students to help each other as it can set a good example for them to emulate.

I'm
A Great
Worker!

Work Ethic

Show pride in work
Evaluate own work

I'm Proud of My Work!

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. "I'm Proud of My Work!" Checklist (copy included), bulletin board.

Procedure

Give students an assignment or job. Allow the students as much time as they need to produce a final work of which they are proud. After they complete the task, distribute the checklist and tell them to fill it out to evaluate their work.

Evaluate the final work with each student individually. At the end of the week, each student may choose one piece of work of which they are the most proud to be posted on the bulletin board.

Evaluation Methods. Assignment completion/grade, checklist, teacher observation.

Enrichment Activities

1. Pair up the students. Using the checklist, they will check each other's work after they have evaluated their own. The partner should look for things their classmate may have missed.

2. Invite a community professional to discuss his or her procedures to evaluate work. Who does it? Does someone else recheck the work? What happens if something is wrong with the work?

3. Ask parents to make a list of the jobs they give their child to do. Have the student evaluate the jobs after they are done, and discuss with their parents what was good about the job or what needed improvement.

4. Pair siblings, if possible, to double-check the chores they do around the house. Give them an "Ready for Inspection" ribbon (copy included) to post on or near the job they have completed when they think it's ready for their parents to check.

"I'm Proud of My Work!" Checklist

Name _____

Directions: Circle Y for yes, N for no.

1.	Did I follow all the directions?	Y	N
2.	Is my spelling correct?	Y	N
3.	Are there any words I need to look up?	Y	N
4.	Is my work as neat as I can make it?	Y	N
5.	Did I double-check my work?	Y	N
6.	Am I proud of my work?	Y	N

Name _____

Work Ethic

Work well without supervision
Exhibit reliability and dependability
Accept responsibility
Work beyond normal hours when needed
Show initiative
Manage time efficiently and effectively

What Kind of Worker Am I?

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. "Student Self-Evaluation" handout (copy included).

Procedure

When students evaluate their own work, they discover a lot about their work habits. They learn to use their time efficiently, to accept responsibility for their behavior during work time, and to act in a mature and responsible manner.

Distribute the evaluation sheet along with the assignment to the class. Discuss the evaluation sheet, and explain to the students that they will work on the assignment until everyone receives 100 percent. Therefore, their evaluation and work habits are the only criteria that receive a grade.

Have the students work individually and check their own work with the teacher present. If they come up with wrong answers, instruct them to continue working to find the correct answers.

Require students to meet the deadline. Monitor the students, and encourage those who work at a slower pace to complete the assignment at home in order to meet the deadline.

Leave time at the end of each class period for evaluation purposes. Students should evaluate their performance for the day so that they realize it is important to be a good worker every day.

Evaluation Methods. Student evaluations, teacher evaluation/observation, class discussion.

Enrichment Activities

1. Have students who finish their work early to help with classroom chores. For example, they can staple papers, hand out materials, or help other students to check their work.

2. Have a list of extra assignments for those students who finish early so they always have something to do.

3. Provide time for student-teacher discussions of the evaluations.

4. Both teacher and student can independently fill out evaluation form, then compare them and discuss the results.

5. Revise the evaluation form for use in cooperative learning situations so groups can evaluate their performance.

Name _____

Student Self-Evaluation

Directions: Check "Yes" or "No" for each question. You may comment if you feel it's necessary.

		Yes	No
1.	Did you work well without supervision today?	☐	☐
2.	Were you reliable and dependable?	☐	☐
3.	Did you accept responsibility?	☐	☐
4.	Did you work beyond the normal hours when needed?	☐	☐
5.	Are you proud of your work today?	☐	☐
6.	Did you accept responsibility for your own behavior today?	☐	☐
7.	Did you find something to do if you finished early today?	☐	☐
8.	Did you conduct yourself in a calm and controlled manner today?	☐	☐
9.	Did you show maturity in your actions and thoughts today?	☐	☐
10.	Did you have patience with yourself and with others today?	☐	☐
11.	Did you mange your time well today?	☐	☐
12.	Did you check your own work today?	☐	☐
13.	If you got something wrong, did you rework it until you found out why?	☐	☐

Comments.

Teacher's Comments:

Work Ethic

Work well without supervision
Work beyond normal hours when needed
Manage time efficiently and effectively

Making the Most of My Time

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. Copies of "Today's 'To Do' List" (copy included).

Procedure

Instruct students that the materials they will use for that day are listed on the chalkboard. Tell them that they may want to start coming to class a few minutes early to assemble the materials so they will be ready to begin work when the bell rings. In addition, they will fill out a "To Do" list of the day's activities and assignments so they can use their time effectively and efficiently to prepare and organize their work.

Explain to the students to check off items on the "To Do" list as they complete them and to continue on to the next task when time permits. They may not work on the "To Do" list during other activities, and any work not completed by the end of the day must be completed at home.

Emphasize that they need to complete one "To Do" list before beginning another. Otherwise, the work piles up and can become unmanageable. Explain that to become good employees, they must learn how to manage their time efficiently and effectively.

Help students become aware of how they spend their time. Encourage them throughout the day to work on their "To Do" list whenever they have time. Remind them that working during their free time now means having free time later.

At the end of the day, students can hand in completed lists along with any work that was not completed the previous day. If the list is not complete, students may hand it in the following day stapled to the homework.

Evaluation Methods. Teacher observation, checklist.

Enrichment Activities

1. Have students design their own "To Do" list so that it reflects their career interests.

2. Invite a businessperson to discuss how companies use task analysis procedures. The businessperson can point out similarities between work and school.

3. Allow students who finish their work early to use their free time to read a favorite book or magazine or go to the library.

4. Pair up students in the class to remind each other about the next activities on the "To Do" list so they can get their work done before the end of the day.

5. Make a "To Do" list for the week instead of for each day. This will need to be prepared in detail ahead of time, but it may cut down on your paperwork during the week.

6. Reward students who finish their work quickly and accurately for five consecutive days with ten minutes of enrichment time on Friday. For example, they may work on their favorite computer program.

7. Invite parents to class to describe how they get so many things done in one day and what they do with their free time, such as making menus ahead of time or cooking extra meals during the weekend.

Name: _____

Date: _____

Today's "To Do" List

Activity, Instructions, Materials	Done

Work Ethic

Work well without supervision
Exhibit reliability and dependability
Accept responsibility
Work beyond normal hours when needed
Show pride in work
Accept responsibility for own behavior
Show initiative
Conduct self in a calm and controlled manner
Demonstrate maturity in thoughts, actions, and deeds
Exhibit patience
Manage time efficiently and effectively
Display appropriate assertiveness
Evaluate own work

Evaluating Employability Skills

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. "Evaluating Employability Skills" directions and forms (copies included).

Procedure

This activity is designed to help students discover their employability skills through self-evaluation and evaluation of other students. The evaluations are discussed both with the class and with the individual student. Set aside one or two class periods for the group discussion and one or two periods for private conferences.

Distribute the evaluation forms and the directions. Explain that the purpose of the activity is to compare their employability skills to those of their classmates. Through these comparisons, they will discover their employability strengths as well as the skills they need to improve.

Discuss each of the employability skills listed on the form, and be sure that everyone understands the meaning of each skill. Establish a rating system, and explain how you expect the students to rate themselves and each other. For example, as a benchmark, each student may start out as being rated an average worker.

Allow the students the rest of the class period and part of the next, if necessary, to complete the evaluations. *This assignment should be worked on only in class to keep the information confidential.*

Discuss the evaluation results with the class. Prepare and evaluate each student's employability skills, and privately discuss them with the student. Encourage the students to set goals for improving their employability skills.

Evaluation Methods. Class discussion, student evaluation, teacher evaluation/observation.

Enrichment Activities

1. For the students who hold a job, compile a list of where they work and their supervisors' names. Send a letter (example provided) along with an "Employability Skills Evaluation Form" (copy included) to each student's supervisor and ask them to complete and return the form. Include a self-addressed, stamped envelope for them to use. After the completed forms are returned, compare them with the evaluation forms done in class.

2. Have each student select a teacher, guidance counselor, coach, or businessperson to evaluate their employability skills.

3. Ask the students' parents to complete the evaluation form and to discuss their responses with their child.

4. Invite a local employer to discuss the importance of employability skills and how they affect an employee's success with a company, such as bonuses, raises, and advancement.

5. Relate employability skills to

- English classes by assigning students to write a paper on how student work skills of today compare to those of the past, or how work skills of U.S. students compare to those of students in other countries.
- history classes by having students read about and then report on a famous person by describing that person's work skills and how those skills helped him or her become successful.
- sociology classes by comparing work ethics in the United States to those of other countries such as Japan or the Soviet Union.
- science classes by researching whether or not any scientific evidence exists to determine if employability skills are learned or inherited. What differences, if any, may there be between a left-brain learner and a right-brain learner? Is there evidence to support Pavlov's theory that these skills can be learned through a reward system?

Name: _____

Evaluating Employability Skills

Directions: Each member of the class is listed on the following page(s). Rate each of them for employability by placing a "5" in the box for excellent, "4" for good, "3" for average, "2" for below average, "1" for needs improvement, and "0" for unemployable at this time.

Before rating each person, think about the skills you have seen this person portray in class and outside of class. If you truly believe that you do not know a person well enough to rate them on a particular skill, put "N/A" in the box.

When rating yourself, think about how you compare with your classmates.

The bottom of the page is reserved for comments. Please, take time to jot down any thoughts you may have about a person's employability skills.

Skills	Student Names or Initials															
Attitude toward Self																
Attitude toward Others																
Courtesy																
Dependability																
Enthusiasm																
Motivation																
Friendliness																
Honesty																
Initiative																
Loyalty																
Commitment																
Open-mindedness																
Punctuality																
Self-Control																
Sense of Humor																
Tact																
Personal Effectiveness																
Assertiveness																

Comments:

Example

Letter to Employer

May 9, 1988

ABC, Inc.
123 Main Street
Anytown, WI 12345

Dear Ms. Smith:

Chris Jones is currently working as one of your employees. In our Employability Skills course, the students have been learning how important employability skills are to their employers and to their futures as well. The attached evaluation form lists several employability skills. Would you please take time out of your busy schedule this week to evaluate Chris on each of the skills listed? Please make comments where appropriate.

If you wish this evaluation to remain confidential, please mark the appropriate box on the evaluation form. The evaluation should be returned in the envelope provided at your earliest convenience. Thank you for your valuable participation in our Employability Skills program.

Sincerely,

Jennifer T. Boyd
Instructor

Enclosures

Employability Skills Evaluation Form

(To be filled out by the student employee's supervisor.)

Student Employee Name _____

Please use the key at right to rate the student employee's performance.	5 = excellent 4 = good 3 = average	2 = below average 1 = needs improvement 0 = unemployable

1. Personal attitude _____

Comments:

2. Attitude toward others _____

Comments:

3. Courtesy _____

Comments:

4. Dependability _____

Comments:

5. Enthusiasm _____

Comments:

6. Motivation _____

Comments:

7. Friendliness _____

Comments:

8. Honesty _____

Comments:

9. Initiative _____

Comments:

10. Loyalty to coworkers, supervisor, and company _____

Comments:

11. Commitment to do a job well _____

Comments:

12. Open-mindedness _____

Comments:

13. Punctuality _____

Comments:

14. Self-control _____

Comments:

15. Sense of humor _____

Comments:

16. Tact _____

Comments:

17. Personal effectiveness _____

Comments:

18. Assertiveness _____

Comments:

19. How would you rate this student as an employee overall? _____

20. Any additional comments?

☐ Please, keep confidential ☐ Not confidential

Thank you for your cooperation.

Work Ethic

Exhibit reliability and dependability
Accept responsibility
Accept responsibility for own behavior
Conduct self in a calm and controlled manner
Display appropriate assertiveness

Attendance, Punctuality, and Working Independently

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. Timecards or tagboard and marking pens.

Procedure

This activity encourages students to use classtime productively whenever they are working on independent projects.

Distribute a timecard to each student or design a giant timecard out of a piece of tagboard. For example, list the names on the left side and dates across the top of the tagboard. Put the timecard(s) in an easily accessible place, and place a pencil on a string nearby.

Explain that ten points will be awarded to those students who sign in and are working by the time the bell rings, work up to their ability, and work together to make classtime as productive as possible. Those failing to "punch in" before the bell rings will be penalized one point for each minute thereafter.

Absent students will be noted on the timecard. Devise a sick leave policy that deals with absenteeism. For example, those with an excused absence may make up the time and the points during a study hall (one study hall period for each missed class). Those without an excuse will receive zero points but still must make up the time and the work.

Points also may be deducted if a student is not participating, has not done the work for the day, or is distracting other students. Bonus points may be awarded to students who have perfect attendance, a good attitude, participated well, worked well without supervision, and so on. Bonus points may be turned in for prizes or awards.

Evaluation Methods. Teacher observation, checklist (timecard), assignment completion/grades.

Enrichment Activities

1. During an independent unit, assign students job titles, including an assistant teacher.

2. Take photographs of exceptionally good workers, and post them near the timecards to inspire the other workers.

3. Have students "dress for work" one day during the unit. Allow a five-minute coffee break with a quick treat and beverage. Observe how they spend their breaktime and how they interact with other workers.

4. Let a radio quietly play in the background during study time one day per week to simulate an office atmosphere.

5. Rearrange the desks so that students feel like they're in an environment other than the normal "student-teacher" arrangement.

6. Invite a businessperson to discuss the costs of employee absences and tardiness to a business.

Commitment

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Commitment

Observe all organizational policies
Display a desire to improve

We Can Follow the Rules

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. "I Can Follow the Rules" badge (copy included), construction paper, marking pen, and several pieces of poster board.

Procedure

Discuss with students why rules are important and have them develop a set of classroom rules. Write one rule on each piece of poster board and post the rules around the classroom.

Each morning, let the students select a "rule of the day" that they will try to follow. In the afternoon, have the class recite the rule of the day. Allow students who think they have followed the rule to wear an "I Can Follow the Rules" badge for the rest of the day. Collect the badges at the end of the day.

Evaluation Methods. Teacher observation, class discussion.

Enrichment Activities

1. Invite a community professional and a parent to come in and discuss the different rules they have to follow.

2. Combine with another class and have students talk about the difference between each class' rules.

3. Discuss what happens to students who break the rules and to adults who break the rules.

I Can
Follow
the Rules
★ ★ ★

I Can
Follow
the Rules
★ ★ ★

I Can
Follow
the Rules
★ ★ ★

I Can
Follow
the Rules
★ ★ ★

Commitment

Observe all organizational policies
Demonstrate interest and enthusiasm in the job
Display a desire to improve
Give best effort consistently and strive to please

Commitment Tree

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. Six different colors of construction paper, poster board, and marking pen.

Procedure

Draw a "Commitment Tree" (example provided) with six "areas of commitment" branches on a large piece of poster board. Label the tree trunk with "I can . . ." and designate each branch with one of the following commitments:

- do neat work.
- use a soft voice.
- try my hardest.
- be nice.
- be patient.
- follow directions.

Explain the importance of each commitment to the class, and each week, let them select a commitment skill on which they would like to work.

Each day, remind the students of the commitment skill of the week. At the end of the week, reward the students who have followed the commitment skill by putting their name on a "leaf" and attaching the leaf to the appropriate commitment branch. Use a different colored leaf for each commitment skill.

The exercise may be repeated at the end of six weeks to give students a second chance to "earn their leaves" and to reinforce the commitment skills.

Evaluation Methods. Teacher observation, class discussion.

Enrichment Activities

1. Have the students make the tree themselves with the teacher labeling the branches before they are put up on the wall.

2. Use more than six colors for the student leaves so that you have a beautiful multicolored tree.

3. Invite a community professional to come in and discuss what he or she believes to be involved in commitment, and encourage the students ask questions.

4. Ask parents to make a list of the skills they believe a person should acquire in developing commitment and to share and discuss the list with their child.

Example

Commitment Tree

Commitment

Observe all organizational policies
Display a desire to improve
Give best effort consistently and strive to please

The Golden Rule Ruler

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. Goldenrod paper, marking pen, and bulletin board.

Procedure

Help the students develop a set of classroom rules, and list each rule on a sheet of goldenrod paper. Provide each student with a paper ruler that is divided into the same number of sections as there are classroom rules. Post the rulers on a bulletin board that is accessible to all students.

Each Monday, the students choose a "golden rule" on which they will focus their attention for the week. Post the rule in a prominent place to remind the class of the week's golden rule. Praise students who follow the golden rule.

At the end of the week, allow those students who followed the golden rule to color in the corresponding section of their ruler.

Evaluation Methods. Teacher observation, class discussion.

Enrichment Activities

1. Ask parents to list the rules their family follows. Discuss how rules at home differ from rules at school.

2. Invite someone from the community, such as a police officer, firefighter, or paramedic, to come and discuss their rules for work. Discuss how those rules differ from school and home rules.

3. Invite a "Golden Ager" to discuss with the class the rules they had when they went to school and how things differ today.

Commitment

Observe all organizational policies
Exhibit loyalty to the organization and its employees

I've Got a Secret

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. Construction paper, marking pens, scissors, and a bulletin board.

Procedure

Make a "zipper mouth" out of construction paper for each student. Instruct the students to work together tracing outlines of each others' heads on pieces of construction paper, then cut them out. Tell them they may draw eyes and a nose on their faces, but no mouth. After they write their names on their "neck," they can post the paper heads on the "I Can Keep a Secret" bulletin board.

Discuss with the class what is means to be loyal to their teachers/supervisor, classmates/co-workers, and other people. Explain that part of being loyal includes keeping secrets as long as those secrets do not conceal information that could bring harm to others, such as information about defective equipment. Point out the difference between keeping good secrets (e.g., rumors) and bad secrets (i.e., information that could harm others if it is not revealed).

Explain what to do if someone tells them a good secret, if they hear a bad secret, and why people don't trust a tattletale.

To begin the exercise, whisper a "secret" to one student. That student decides whether the secret is good or bad and then acts according to what he or she has learned about loyalty.

Ask the class at the end of the day if anyone knows the secret. If the student heard a "good secret" and didn't reveal it, that student can place a "zipper mouth" on their bulletin board face.

If the student heard a "bad secret" and didn't tell anyone, discuss why he or she should tell it to others. If the student did tell his or her classmates, commend the student for using wise judgment.

Evaluation Methods. Teacher observation, class discussion.

Enrichment Activities

1. Invite a police officer or doctor to come and discuss the importance of being loyal to their superiors and clients.

2. Ask parents to play this game at home with the entire family. Help to keep birthday presents and surprises a secret, family surprise activities, and special desserts.

3. View and discuss an episode of a crime re-enactment program, such as "Crimestoppers" or "Crime Line Anonymous," and discuss the success of the program.

Commitment

Observe all organizational policies
Demonstrate interest and enthusiasm in the job
Consider work as more than a job
Display a desire to improve
Give best effort consistently and strive to please
Show concern for future career with the organization
Understand the world of work and basic economic concepts

Open House

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. Calendar and play money.

Procedure

In order to display a project the class has been working on, encourage students to plan an open house for parents, students, and community members.

Select a date for the open house, and make a list of the jobs that need to be done to make it successful. Set a deadline for the completion of each task, and mark it on the calendar. Have students sign up for the jobs by having them submit their names and the job they want on a piece of paper.

If more than one student wants a particular job, the applicants must campaign for the job by telling their classmates why they would be the best person for the job. The class then selects a winner by secret ballot.

After all the jobs are filled, distribute copies of the calendar with the job deadlines to each student. If someone is absent and cannot meet their deadline, the other students need to pitch in to complete the job on time in addition to doing their own jobs. When the students complete their jobs, they receive play money they may spend on punch and cookies during their break at the open house.

During the open house, students will take turns greeting and mingling with their guests and serving refreshments.

Each student receives a ten-minute break from their duties, during which they may spend their play money on punch and cookies.

As a class, the students write thank you notes to guests for attending and participating in the open house.

Evaluation Methods. Class discussion, assignment completion/grade, teacher observation.

Enrichment Activities

1. Have the students announce the arrival of each guest as they would at a formal gathering.

2. Invite someone from the community familiar with planning such events (parents, Business and Education Partnership member, chamber of commerce member, etc.) to help students plan and develop the open house.

3. Invite the local media to cover the open house.

4. Invite other classes from nearby schools that are studying the same subject.

5. Have the class organize an open house for the entire seventh, eighth, or ninth grade.

Commitment

Observe all organizational policies
Demonstrate interest and enthusiasm in the job
Consider work as more than a job
Exhibit loyalty to the organization and its employees
Display a desire to improve
Give best effort consistently and strive to please
Show concern for future career with the organization
Understand the world of work and basic economic concepts

Purchasing Points

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. Copies of " 'Purchasing Point' Questions" (copy included), items donated by the community, poster board, marking pen, and play money.

Procedure

Each quarter, solicit donations from the community to serve as rewards for students who practice commitment competencies. Collect at least one item for each student in the class. Assign a price to each item.

On a large piece of poster board, make a "Purchase Points" chart with the students' names going down the left side of the chart and the number of weeks in the quarter going across the top.

Make a list of the items and their price, and distribute copies of it to the class. Ask the students to select an item from the list that they would like to purchase. Explain that they may earn purchase points to buy the items by demonstrating good commitment practices.

At the end of each week, distribute the purchasing point questionnaire for the students to complete. You may use the set of questions included in this lesson, which ask students to pretend that the classroom is their place of employment, or develop your own commitment-related questions.

Assign a point value to each purchasing point question so students can assess their success in demonstrating commitment practices as well as determine how many points they have earned. Also, set a value for a purchasing point, such as one point equals one dollar of play money. Add up the students' scores and enter the scores onto the "Purchasing Point" chart.

At the end of the quarter, tally the points. Pay the students, in play money, for the points they earned. The students may purchase the item they selected, save their money to buy a more expensive item, or buy the item and try to earn more points to buy another item if there are any available.

Throughout this exercise, you may want to record the project with photographs and write a story about it for the local newspaper or the school district's newsletter.

Evaluation Methods. Teacher observation, class discussion, "purchasing point" chart.

Enrichment Activities

1. To get started, award small weekly prizes such as pens, pencils, or markers. After the students get the hang of it, offer larger items such as movie tickets, lunch at a fast-food restaurant, or pizza coupons.

2. Encourage the parents to offer the same reward system described in #1 for chores around the house.

3. Invite a community professional to come in and discuss incentive and goals and why they are helpful in developing commitment.

4. Post pictures of the prizes in the room or in the hallway with the student's picture by the prize they are trying to earn. Include the student's statement of how points to buy the item will be earned.

5. "Purchasing Points" can be a stand-alone activity or can be integrated into other activities.

"Purchasing Points" Questions

Directions: The behaviors and attitudes you need for success in the classroom are the same ones you need for success on the job. Imagine the classroom as your place of employment as you answer the following questions about commitment.

1. Did you observe all organizational policies? Y N

Comments: Score: _____

2. Did you demonstrate interest and enthusiasm in the job? Y N

Comments: Score: _____

3. Did you consider work as more than a job? Y N

Comments: Score: _____

4. Did you exhibit loyalty to the organization and its employees? Y N

Comments: Score: _____

5. Did you display a desire to improve? Y N

Comments: Score: _____

6. Did you give your best effort consistently? Y N

Comments: Score: _____

7. Did you strive to please others? Y N

Comments: Score: _____

8. Did you show concern for future career with the organization? Y N

Comments: Score: _____

9. Did you understand the world of work and basic economic concepts? Y N

Comments: Score: _____

10. Do you believe that you have exhibited true work commitment? Y N

Comments: Score: _____

Total points _____

Additional Comments:

Commitment

Observe all organizational policies
Demonstrate interest and enthusiasm in the job
Consider work as more than a job
Exhibit loyalty to the organization and its employees
Display a desire to improve
Give best effort consistently and strive to please
Show concern for future career with the organization
Understand the world of work and basic economic concepts

Read-A-Thon

Adapted from Test-A-Thon, Laurie A. Ward, Mukwonago (Wisconsin) Parents Association.

Materials. Record sheets, pledge sheets, parental permission forms, prizes.

Procedure

Obtain permission from the school administration to conduct a "Read-A-Thon" fund-raising effort by which students in the class solicit pledges for reading books. Participation would be voluntary and must be approved by the student's parent(s). The pledge money may be used to purchase equipment for the school, such as computer software, or may be donated to a local charity.

Present the Read-A-Thon program to the class. Explain that over a period of a few weeks they should read as many books as they can. In addition, they may help raise money for a worthy cause by soliciting pledges for each book they read. Make it clear that participation in the fund-raising effort is voluntary, but point out that participating may make the reading program even more challenging. Distribute parental permission forms to the students.

Get the signed permission forms from all students participating in the fund-raising campaign before starting. Instruct participating students that they may solicit pledges from whomever they choose, and any monetary pledge is acceptable.

Prepare and distribute a suggested list of books, or take the class to the school library and help them select their first book. Guidelines, such as a minimum number of pages or a certain reading level, may be developed. Direct the students to get each book approved before they begin reading.

After completing each book, the students must give a brief oral book report, either to the teacher or to the entire class. Record the title on the student's record sheet at the time of the oral report.

At the end of the program give the students a copy of their record sheet so they may collect their pledges. After collecting their pledges, each participating student should turn in the record sheet, the pledge sheet, and the pledge money in an envelope. Count the money and make sure everything balances.

Award prizes to the students who read the most books, who collected the most pledge money, and who solicited the greatest number of pledges.

Inform the local media of the Read-A-Thon program and invite them to the awards presentation.

Evaluation Methods. Teacher observation, class discussion, sponsor sheets.

Enrichment Activities

1. This is a great opportunity to get the Rotary, parents' association, and the chamber of commerce involved in a school project.

2. Have students make hats for everyone participating in the Read-A-Thon. Encourage them to wear the hats during the contest time period. Suggestion: Invite local businesspeople to donate painters' caps and let the students decorate them with their names.

3. Sell "Read-A-Thon Participant" T-shirts at the school bookstore.

Commitment

Observe all organizational policies
Demonstrate interest and enthusiasm in the job
Consider work as more than a job
Exhibit loyalty to the organization and its employees
Display a desire to improve
Give best effort consistently and strive to please
Show concern for future career with the organization
Understand the world of work and basic economic concepts

Sales Expertise

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, Slinger, WI 53086, 1988.

Materials. Employment application form (see pages 106 and 107 for a copy) federal and state tax withholding forms, Manila folders, order forms, and receipts.

Procedure

Before beginning this project, get permission from the school administration. Decide what kinds of items are acceptable to produce for sale, how to purchase the necessary materials, and how to distribute the profits—or cover the losses.

As a class, decide on an item to make that could be marketed to other classes or to the community. Explain that before production begins, they must make several production decisions, such as

- Who are their customers?
- How will the merchandise be marketed?
- How many units will they produce?
- What are the production costs? Consider what materials, tools, facilities, etc., are needed to produce the item.
- What jobs are involved in making, selling, and delivering the product?
- Will they mass produce the item and then sell it, or will they make only a few samples and take advance orders?
- How much will they charge for their product?

Make a list of the jobs, with descriptions, that need to be filled before production can begin. There should be enough job openings for each student in the class. Post the list, and have the students apply by completing an employment application form and interviewing for the position.

When all the positions are filled, have the students fill out mock employment forms, such as federal and state income tax withholding forms. Create an "employee" file for each student containing their job description, their application form, and interview evaluation sheet (if any), withholding forms, and any other "employment-related" information.

Advise and guide the students as they produce and market their product.

Evaluation Methods. Teacher observation, class discussions, quality and sales of the item.

Enrichment Activities

1. Have the students observe a professional making the item so they can learn the most efficient way to produce the product.
2. Invite an advertising professional to advise the class on the best way to sell the item.
3. Take the class to visit a factory to see how particular items are made, marketed, and distributed.
4. Invite parents to participate in the making, selling, and distribution of the item.
5. Take photographs of the activity and send them, along with an article, to the local newspapers.
6. Get parent organizations and the chamber of commerce involved.
7. If there is a Junior Achievement chapter in your area, contact the chapter and get its involvement. It may even supply the materials for the item as well as expertise on how to produce it.
8. Add any records to the students' career folders if they have one.

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Communication

Demonstrate clear, effective written and oral communication skills
Demonstrate good listening and responding techniques

Which One?

Adapted from an activity developed by Jim Thompson, Osseo Elementary School, Osseo-Fairchild Developmental Guidance Curriculum, Level K, p. 46.

Materials. Various colors of Play Dough® or modeling clay.

Procedure

Give each student a piece of Play Dough® or modeling clay. Tell them they may mold it into any object they desire and to try and do it secretly so their classmates don't know what they are making. When they finish, ask them to study the object carefully before placing it on a table and covering it with newspaper or paper towel.

After all the objects are placed on a table and covered up, pair up the students. Tell the students that they will have one minute to describe their objects to their partners. Then, one pair at a time may go to the table and find the object his or her partner described.

When all the students have located their partners' object, discuss with them the following questions:

- Did you feel your partner was listening closely to your description? Did your partner interrupt you?
- Do you think your partner clearly described his or her object?
- Do you feel that you and your partner worked well together?
- Why is it important to work well with others?

Evaluation Methods. Class discussion teacher observation.

Enrichment Activities

1. Students bring favorite objects to share with class following described procedure.

2. Students write a description of their objects, and have class identify object from written description (game format).

3. Students draw a picture of themselves. On a separate piece of paper, have students write a description of their pictures, without putting their name in it. Post the pictures and descriptions randomly on a bulletin board. Then, challenge the students to match the descriptions to the pictures and identify the classmate depicted in the picture.

4. Invite a newspaper reporter to tell the class the importance of clear, accurate descriptions.

Communication

Demonstrate good listening and responding techniques

Echo

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 1, p. 48.

Materials. None.

Procedure

Divide the class into groups of four to six students. Anyone in the group may speak, but they must first repeat what the speaker ahead of them said. For example,

Teacher: I went to the movies last night.
First Student: I went to the movies last night. My friend and I play baseball.
Second Student: My friend and I play baseball. My cat's name is Bootsie.

Evaluation Method. Teacher observation.

Enrichment Activities

1. Play "I packed my grandmother's trunk, and in it I put . . ." with each student repeating the entire list before adding his or her own item.

2. Invite someone from the telephone company to discuss telephone manners with the class.

Communication

Demonstrate good listening and responding techniques

Rumor Clinic

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 4-6.

Materials. None.

Procedure

Prepare a message for the activity, and write it down on a piece of paper. Ask the class for six volunteers to participate in the activity. From those six, ask five of them to leave the room. Read the message to the remaining volunteer.

Then, one by one, have the volunteers return to the room. Have the student to whom you read the message repeat it back to the first volunteer who comes back into the room. That student then passes the message on to the next returning volunteer, and so on.

Ask the last volunteer to repeat the message to you and write it on the chalkboard. Finally, write the original message on the board and compare them. Discuss the importance of good listening skills. Explain how messages can turn into rumors.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Teacher demonstrates a simple paper-folding exercise to a few students. Those students, in turn, demonstrate the exercise to the rest of the class. Discuss the results.

2. Role-play with the telephone in which a student takes a telephone message and relays it to another student.

Communication

Question appropriately
Demonstrate good listening and responding techniques

Interviews

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 4-6.

Materials. Copies of a list of interview questions.

Procedure

Develop a list of five to ten interview questions students can use as a guide to interview each other. Questions can focus on topics of general interest, such as favorite TV programs, hobbies, sports, singers, or bands. Make copies of the list and distribute them to the class.

Have the students pair up and interview each other. Allow about five minutes for each interview. After ten minutes, reconvene the class, and ask each student to report the things they learned about their partner during the interview. Afterward, ask the class questions such as the following:

- Did you feel your partner was listening to you?
- Did your partner report most of what you told him or her?
- Was there anything your partner forgot to mention about you?

Evaluation Methods. Student reports, class discussion, teacher observation.

Enrichment Activities

1. Invite a local newspaper reporter or radio personality to discuss interview techniques.

2. Interview parent(s) or grandparent(s) about the games they played during recess when they were in school.

3. Use puppets to role-play a humorous or fictional interview.

Communication

Demonstrate good listening and responding techniques

Following Directions

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 7-12: Crossroads.

Materials. Peanut butter, jelly, bread, paper toweling, and plastic butter knives.

Procedure

Pair up the students. Explain that one student will give their partner detailed step-by-step directions on how to make a peanut butter-and-jelly sandwich.

Emphasize that the direction-givers need to pay attention to details. For example, when they tell their partners to remove the lid from the jar of peanut butter, they also should tell them which direction to twist the lid. They also may want to jot down each step for class comparison at the end of the activity.

Caution the sandwich-assemblers to assume nothing—they should do ONLY the things the direction-givers instruct them to do.

After the pairs make their sandwich, instruct them to cut it in half—if they haven't already—and share it. Discuss the communication process and what happens when that process breaks down. Point out that listening requires concentration; it is not a passive activity.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Have students undertake other tasks, such as tying a tie, using the same process as described above.

2. Ask parents to describe a task, such as making coffee, while their child tries to follow directions.

Communication

Question appropriately
Demonstrate clear, effective written and oral communication skills

Interviews and Introductions

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 7-12: Crossroads.

Materials. Copies of interview questions (copy included).

Procedure

During the first day of class, ask students to pair up with those they do not know very well, if at all. After the students pair up, instruct them to interview each other. They may use the list of prepared interview questions or they may make up some of their own. Tell them to take good notes during the interview.

When the students complete their interviews, tell them to use that information to prepare a written introduction about their partners. Students then take turns introducing their partners to the class using the copy they wrote.

The written introductions and interviews may be collected for an assignment grade.

Evaluation Methods. Assignment completion/grade, teacher observation.

Enrichment Activities

1. Have students generate their own interview questions.
2. Invite a news reporter to discuss the process of asking questions to gather information for a story.
3. Tape a television interview and show it in class. Discuss the questioning techniques the interviewer used.

Interview Questions

1. How many people are in your family? What are their names, and how are they related to you?

2. What is your favorite food, book, TV show, and movie actor?

3. What one quality do you most admire in your closest friend?

4. What one thing do you do really well?

5. What would you like to learn to do better?

6. What is your favorite thing to do in your free time?

7. What is the most important thing that has happened to you in the last five years?

8. What changes would you make in this school?

9. If you could choose to be an inanimate object, what would you become, and why?

10. What is your favorite animal, and why?

Communication

Demonstrate clear, effective written and oral communication skills
Demonstrate good listening and responding techniques

One-Way Communication

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. Drawings of a variety of geometric diagrams.

Procedure

To prepare for this activity, draw a variety of geometric diagrams, such as a parallelogram with a circle cutting through one of its corners, on a piece of poster board. Make enough of them so that every other student in the class will have one.

Instruct the students to pair up and arrange their desks or chairs so they are sitting back to back. Explain that one of them will describe the diagram while the other draws it by following their partner's directions. Distribute the diagrams to the direction-givers. Then, recite the following directions to the class:

1. Only the direction-giver can speak.
2. The drawer may not ask any questions.
3. The direction-giver may not watch or look at the drawer's work until it is completed.
4. Nonverbal clues are not allowed.
5. The direction-giver will have three minutes to describe the diagram.

If there is enough time, let the students switch roles and give them a different diagram to describe.

When the students have completed the drawings, have them compare the original diagram with the one they drew. Discuss the following questions:

- Why is it difficult to communicate on a one-way basis?
- What type of communication is the most effective?
- What are some of the feelings the students felt (e.g., frustration, confusion)?
- How does the experiment relate to your life?

Evaluation Methods. Teacher observation and class discussion.

Enrichment Activities

1. Play Pictionary ® or watch a videotape of "Win, Lose, or Draw."
2. Have one student cut a paper design. Without showing the finished product, have the student tell others how to cut the design.

Communication

Question appropriately
Demonstrate clear, effective written and oral communication skills
Demonstrate good listening and responding techniques
Seek help when needed

Duplicate Pattern

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. Cut-outs of a variety of figures.

Procedure

To prepare for this activity, cut out a variety of figures—such as circles, squares, triangles, and stars—out of different colors of construction paper. Make enough of them so that each student in the class has a set of five or six cut-outs.

Ask the students to pair up and arrange their desks or chairs so they are sitting back to back. Distribute the sets of figures to all students.

Instruct one student from each pair to silently arrange the set of cut-outs into a pattern. That student, the direction-giver, then describes to his or her partner how the figures are arranged so the partner can duplicate the pattern. However, before they begin, recite the following directions:

1. Only the direction-giver can speak.
2. The "arranger" may not ask any questions.
3. The direction-giver may not watch or look at the arranger's work until it is completed.
4. Nonverbal clues are not allowed.
5. The direction-giver will have three minutes to describe the pattern.

After three minutes, have the students compare patterns. Repeat the process, but have the partners switch roles and allow them to speak to one another.

At the end of the activity, discuss the differences between one-way and two-way communication. Point out that effective communication reduces frustration and misunderstanding and is fundamental to developing a good interpersonal relationship.

Evaluation Methods. Class discussion.

Interpersonal Relationships

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Interpersonal Relationships

Work well with peers
Work as a team member
Understand self and need to accept value systems of others

Does It Fit? Game

Adapted from the Milton Elementary Developmental Guidance Program in the Osseo-Fairchild Developmental Guidance Curriculum, Level 2, p. 34.

Materials. Two colors of construction paper, shoe and footprint patterns, scissors, and markers.

Procedure

Cut out shoe shapes out of one color of construction paper and corresponding footprints in a different color. Vary the shape and size of the shoes and their footprints. Label a feeling on the footprint and an event that would arouse that feeling on its corresponding shoe.

Have the students work in pairs to match the footprint "feelings" with the "event" shoes. Discuss why some footprints may fit more than one shoe and vice versa.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Find pictures of people experiencing a happy and a sad occasion. Have students write short stories for these pictures.

2. Complete similes and metaphors with feelings. For example, "Happiness is . . . ." This can be incorporated into poems.

3. Find clown pictures. Discuss how feelings are shown in make-up and clothing.

Interpersonal Relationships

Display a friendly and cooperative spirit
Demonstrate tactfulness in difficult situations
Respect the rights and property of others

Friendship and Sharing

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 1, p. 36.

Materials. Role-playing activity card 11-A, card 13 from DUSO-D-1*, photo of children playing.

Procedure

Students act out a situation that demonstrates how to join an established activity as well as how to accept someone into an established group.

Ask for volunteers to role-play a playground situation. Assign one child to be the "joiner" and instruct the others to pretend that they are playing together. While the rest of the class observes, the joiner attempts to join the group and tries to take the toys with which the other children are playing. After the scenario is played out, ask the class, "Was the first child a good sharer? Why or why not?" Then, ask the group, "How did you feel when the joiner came along?" Ask the joiner, "How did you feel when the group shared?"

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Take slide photographs of children playing in a playground. Show them to the class and discuss.
2. Produce a puppet show demonstrating friendship and sharing.
3. Invite someone from an organization that assists community newcomers to come to class and show ways the community reaches out to new families.

* Dinkmeyer, Don, Sr., and Don Dinkmeyer, Jr. *Developing Understanding of Self and Others, (DUSO-1, R).* rev. Circle Pines, MN: American Guidance Service, 1982.

Interpersonal Relationships — *Work as a team member*

How Many Squares?

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 4-6.

Materials. Copies of the "How Many Squares?" puzzle (copy included).

Procedure

Distribute copies of the puzzle to the class. Divide the class into groups of two to four students.

Set a time limit within which the teams have to reach a consensus of how may squares they see in the diagram. Let each team decide if the squares to be counted can include other squares, if they can overlap, and so on.

Observe the teams to see if they chose a leader, how well they cooperated, and if everyone was involved in the decision.

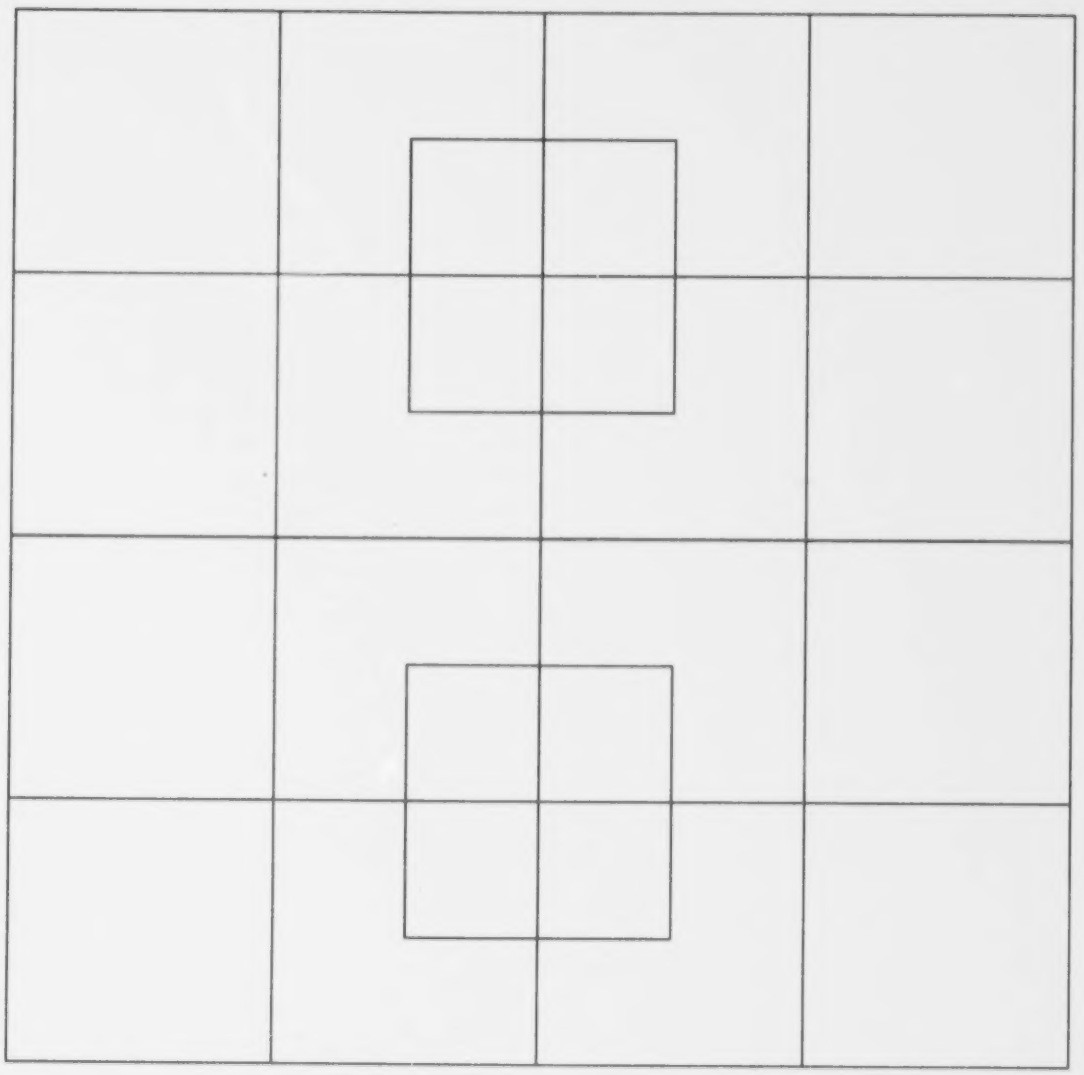
At the end of the allotted time, ask each team to report its consensus. Discuss the teams' decision-making processes. Ask students if they thought their team's process was effective and how it could have been improved.

Evaluation Methods. Class discussion, teacher observation, student reports, assignment completion/grade.

Enrichment Activities

1. Students generate a similar puzzle with circles or triangles.
2. Students solve tangrams as a team.
3. Hold scavenger hunts—both with objects or answers.
4. Set up an obstacle course for team relay races.
5. Invite a high school coach to discuss teamwork. If the team comes dressed in full uniform, the activity will be more effective.
6. Invite managers from local businesses to discuss how they make decisions.

How Many Squares?



Individual Answer: _____ **Group Consensus:** _____

Interpersonal Relationships

Accept authority and supervision; work effectively with supervisor
Display leadership qualities

Leader Rotation

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 4-6.

Materials. None.

Procedure

In preparation for the activity, develop a list of questions the students may be interested in discussing. Suggested discussion questions are

- Should parents decide which television shows their children may watch?
- Should there be a law against grown-ups smoking cigarettes?
- Should people be able to get a driver's license at age 14?
- Should school be in session year round?

Discuss the meaning of leadership with the class and develop a list of qualities that make a person a good leader, such as being a good listener and being willing to accept others' ideas.

Divide the class into four or five groups. Inform them that they will be discussing a series of questions and that each group member will take a turn as the group leader. Explain that all the groups will be discussing the same question and that the responsibility of being group leader will rotate with each new question.

Following each discussion question, have each group leader tell what was easy and what was difficult about being the leader.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Study the pattern of flying geese. Research their leadership pattern.

2. Research and report on "movers and shakers" in history. Chart their characteristics.

3. View news clips of current world leaders. Discuss their techniques.

4. Divide the class into groups of four or five. Instruct each group to present "A Day in the Life" skit based on a certain profession or occupation. The profession or occupation may either be assigned by the teacher or chosen by the group. Observe leadership patterns and length of time to organize. After the skits, discuss how leaders emerged, their characteristics, and how someone could develop leadership.

5. Invite the president of the chamber of commerce or other civic leader to discuss community leadership.

Interpersonal Relationships

Work well with peers
Accept constructive criticism

Mystery Game*

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, 7-12, Crossroads 1.

Materials. Strips of paper containing one clue to the mystery (a list of clues is included).

Procedure

This activity has students working together to solve a murder mystery. Everyone must participate in order to solve the mystery.

Have the students move their desks to form a large circle. While standing outside the circle, give them the following directions:

"Today, we are going to play a game that exercises your discussion and cooperation skills. Each piece of paper I am holding contains a clue that will help you, as a class, solve a murder mystery. If you put all the clues together, you will be able to solve the mystery. You must identify [list these on the board as you speak]

- the murderer,
- the murder weapon,
- the time of the murder,
- the location of the murder, and
- the motive.

"When you, as a class, mutually agree on the identity of these five items, tell me and I will write them on the chalkboard. If you incorrectly identify one or more of the items, I will tell you, but I will NOT tell you which ones are right and which are wrong.

"You may arrange your desks in any way you wish. However, after you have done so, you may NOT leave your set or show your clue to any one else. All sharing of clues must be done verbally. But, you may have someone jot down the clues in order to put the pieces of the murder puzzle together."

Answer: After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment, where Mr. Scott killed Mr. Kelley with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Kelley's wife.

After describing the rules, pass out the clues and tell them how much time they have to resolve the mystery questions. If there are more students than clues, have some students share clues. Appoint one student to be an observer who makes suggestions to the group about how to become better organized and work faster.

The teacher stands unobstrusively in the background. Do not interrupt, make suggestions, or give hints.

* Adapted from *Cedarburg Developmental Teacher/Advisee Handbook*, Webster Transitional School, W75 N624 Wauwatosa Road, Cedarburg, WI 53012.

If the students correctly identify all elements, discuss their reasons for success. If they failed to solve the mystery, help them to understand why. Ask questions that focus on skills, such as

- Was a leader needed?
- How was time lost in getting organized?
- Why was it ineffective for everyone to try to talk at once?

Finally, discuss why it is important to have everyone participate and to consider each contribution carefully. Suggested discussion questions include

- What problems arose because some people didn't present their clues?
- What should have the group done to solicit all the clues?
- Did some students ignore the clues of others? What affect did it have?
- Did anyone forget a clue and make an incorrect inference?
- Did anyone monopolize the discussion? How did it affect the group's problem-solving process?

Evaluation Methods. Teacher observation, class discussion.

Mystery Game Clues

When Mr. Kelley was discovered dead, he had a bullet hole in his thigh and a knife wound in his back.

Mr. Jones shot an intruder in his apartment building at midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones's gun.

When the elevator operator saw Mr. Kelley, Mr. Kelley was bleeding slightly but did not seem badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones's business by stealing all of his customers.

The elevator operator saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 1:30 a.m.

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator operator saw Mr. Kelley go to Mr. Scott's apartment at 12:25 a.m.

The elevator operator went off duty at 12:30 a.m.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

Miss Smith saw Mr. Kelley go to Mr. Jones's apartment building at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder.

When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

The elevator operator said that Miss Smith was in the lobby of the apartment building when he went off duty.

Miss Smith often followed Mr. Kelley.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.

Mr. Kelley's blood stains were found in Mr. Scott's car.

Interpersonal Relationships

Work as a team member
Accept assignments pleasantly
Identify varying management styles

Tower Building*

Adapted from an activity submitted by Sandra Stanton, counselor, Osseo-Fairchild School District, Osseo, WI 54758.

Materials. A paper bag for each six-member team containing the following "construction" materials: 2 Styrofoam® cups, 6 straws, 3 paper clips, 1 ten-inch piece of string, 1 four-inch piece of masking tape, a time piece, and a scissors.

Procedure

Divide the class into teams of six. Give each team a paper bag containing the construction materials. Explain that within 15 minutes each team is to build as tall a tower as possible using only the materials provided in the paper bag. Tell them that four team members will be "builders" and the other two will be "observers." The observers will report on the process their team used in building their tower. Each team may decide who will build and who will observe.

Announce the beginning of the timed working period, and at three-minute intervals, inform the teams of how much time remains.

After each team's observers give their reports, discuss the various approaches and the strengths and shortcomings of each. Point out the importance all cooperative tasks—such as brainstorming, planning, leading, and supporting—play in completing a project. Further discuss other on-the-job tasks that would use similar roles in cooperative problem solving.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Invite a coach to come to class and discuss teamwork.
2. Instruct the students to build a structure with Legos® with each member adding one piece at a time.
3. Challenge the class to cooperatively design a container to protect a raw egg from breaking when dropped.

* Adapted from *Cedarburg Developmental Teacher/Advisee Handbook*, Webster Transitional School, W75 N624 Wauwatosa Road, Cedarburg, WI 53012.

Interpersonal Relationships

Become aware of and accepting of cultural differences

Appreciation of Other Cultures

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. A film depicting another culture.

Procedure

After the class views the film, discuss it. Have each student compare and contrast their culture to the one presented in the film. Tell them to consider such things as food preparation, housing, clothing, and economic systems. Use their responses to lead into other activities you may be studying.

Evaluation Method. Student response.

Enrichment Activities

1. Invite a person from another culture to come to speak to the class.
2. Invite some older citizens to speak to the class about changes they have seen in their lifetimes.
3. Discuss subcultures that can be as small as families.

Interpersonal Relationships — *Display a friendly and cooperative spirit*

Building Students' Characters

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. A pen or pencil and paper.

Procedure

Instruct each student to write his or her name at the top of a piece of paper. The papers are then circulated around the room, and every student writes a positive statement on each classmate's paper. These comments should describe the person's character or personality qualities, not their physical characteristics. After the students get their own papers back, discuss reactions to the exercise. Point out that the exercise is designed to show the importance of building people up instead of tearing them down.

Evaluation Method. Class discussion.

Enrichment Activities

1. Invite a school counselor or psychologist to discuss the importance of positive self-esteem.
2. Invite a personnel director to discuss the importance of giving positive feedback.

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Responsibility

Organize work and manage time efficiently
Exhibit accuracy, precision, and neatness in work and work habits
Demonstrate ability to complete assignments in a timely manner
Follow oral, visual, written, and multistep directions
Display care for tools and materials
Strive to improve job performance

Classroom Jobs

Adopted from an activity developed in the Slinger Elementary School, 207 East Washington Street, Slinger, WI 53086.

Materials. A chart listing all the classroom jobs, such as "clean erasers," "wash blackboards," "distribute papers"; and a name tag for each student.

Procedure

Discuss all classroom jobs at the beginning of the school year. Explain that every job is important, and discuss how all benefit from what each person does each day.

Show students how to properly do each job. Then, have each student do each job the first day. Encourage them to ask questions.

Devise a job rotation system that allows each student an opportunity to do each task listed on the chart. Students may train the student next in line for the job.

Evaluation Methods. Teacher observation, checklist.

Enrichment Activities

1. Have students remind each other when they notice a job that needs to be done. Stress the importance of working together to make the whole room look nice.

2. Have a school employee come in describe the things he or she has to do every day. Ask the worker to explain the consequences when he or she forgets and has to be reminded.

Responsibility

Organize work and manage time efficiently
Exhibit accuracy, precision, and neatness in work and work habits
Demonstrate ability to complete assignments in a timely manner
Follow oral, visual, written, and multistep directions
Display care for tools and materials
Strive to improve job performance

Assembly Line

Adapted from an activity developed in the Slinger Elementary School, 207 East Washington Street, Slinger, WI 53086.

Materials. Several colors of construction paper, cardboard cutouts of a shirt, trousers, and head of a scarecrow (copies included), scissors, pencils, and paste or brass fasteners.

Procedure

Discuss how an assembly line is used to mass produce goods. Explain to the students that they are going to mass produce an item; in this case, scarecrows.

Divide the class into groups of three or four, and select a "supervisor" for each. Assign each group a task in assembling the scarecrows. For example, one group traces the head, another the shirt, and another the trousers. The other groups cut out and assemble the scarecrows.

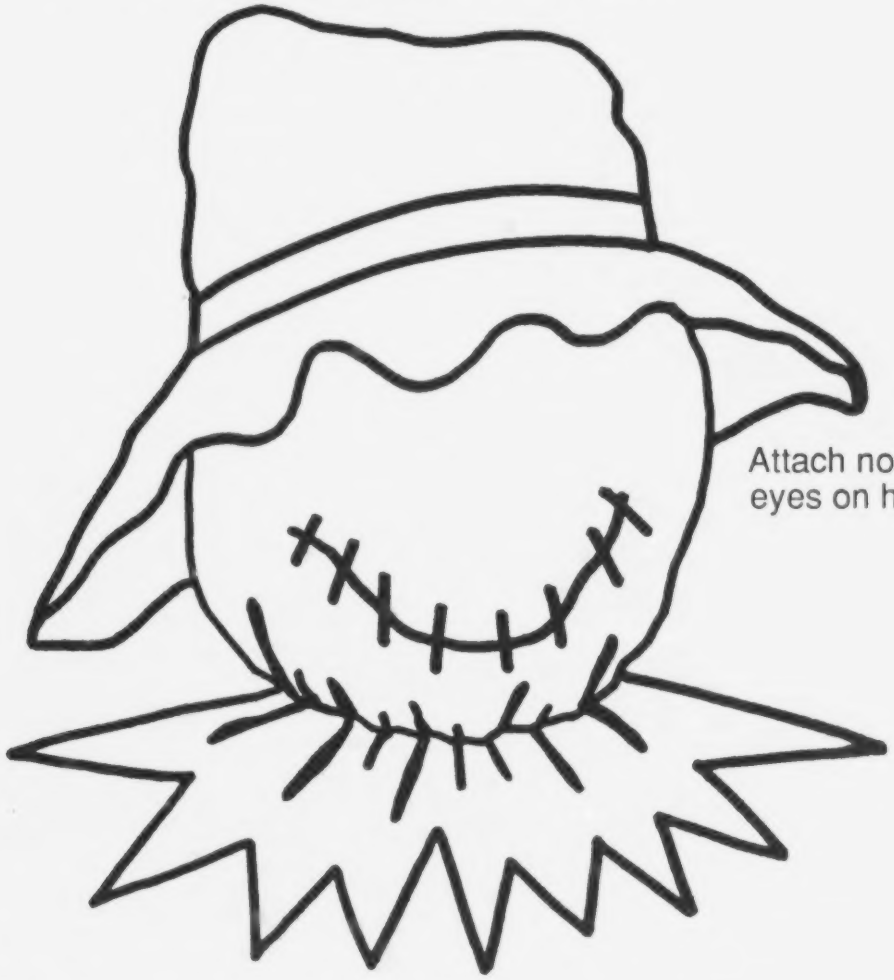
After completing a certain number of scarecrows or after working for a certain period of time, discuss problems that surfaced during the assembly. These problems might include shabby work, personality conflicts, and work backlogs.

Evaluation Methods. Class discussion, teacher observation.

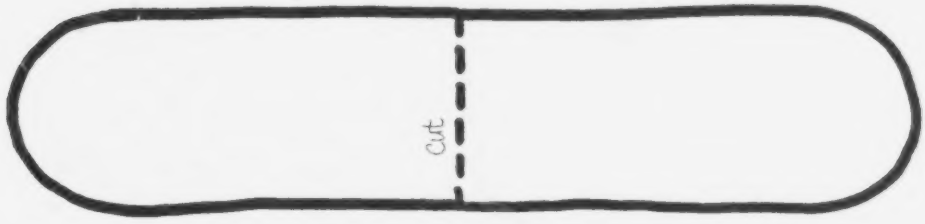
Enrichment Activities

1. Add parts, such as eyes, nose, belt, hat, and broom, to glue or paste on the scarecrow to make it a more involved operation.
2. Put all completed scarecrows on the walls and discuss their appearance. Ask the class, "What make some scarecrows better than others?"
3. Take a field trip to a business that uses an assembly line. Ask the supervisor to tell the students how each employee is important to the completed project. The students should go through the assembly line to observe the process from start to finish.
4. Use interchangeable parts to make the activity more challenging. Use different colors to represent the interchangeable parts.
5. Have students make a pizza using the assembly-line method or go to a pizza parlor and watch a pizza being made. As a special treat, eat there after the tour.

Yellow Head Pattern



Yellow Hands Pattern



Black Nose Pattern

Blue Eyes Pattern

Attach YELLOW head
on top of RED shirt

Glue Lines

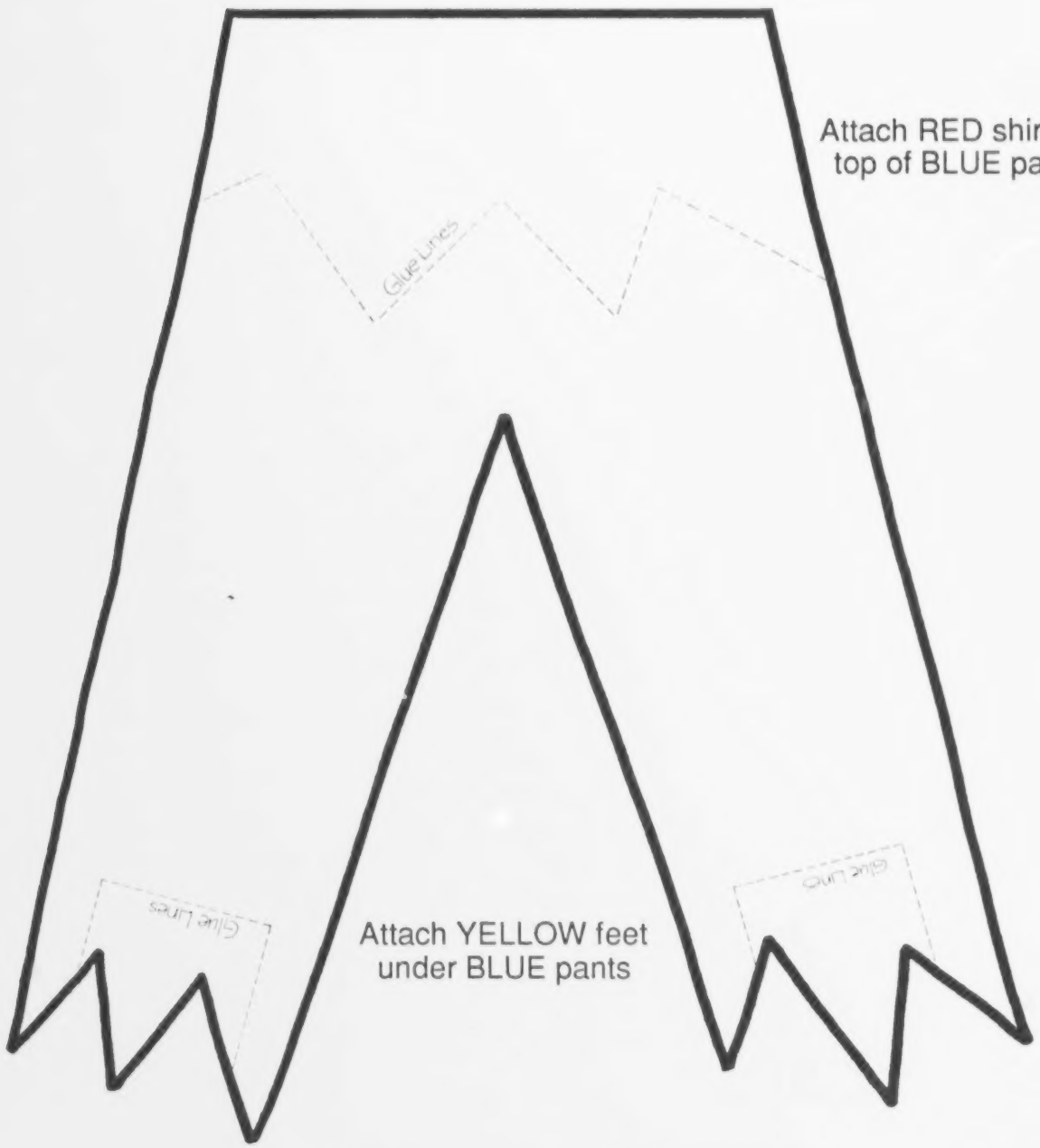
Glue Lines

Glue Lines

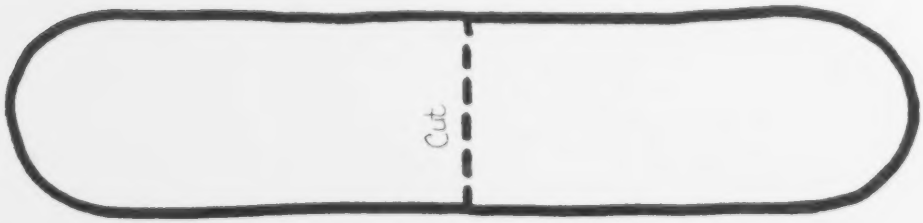
Attach YELLOW hands
under RED shirt

Red Shirt Pattern

Blue Pants Pattern



Yellow Feet Pattern



Responsibility

Organize work and manage time efficiently
Exhibit accuracy, precision, and neatness in work and work habits
Demonstrate ability to complete assignments in a timely manner
Follow oral, visual, written, and multistep directions
Seek new assignments when time permits
Understand employer expectations

Keeping an Assignment Log

Adapted from an activity developed by Mike Carney, third-grade teacher, Slinger Elementary School, 207 East Washington Street, Slinger, WI 53086.

Materials. Paper and pencil, space on chalkboard, and a spiral notebook for each student.

Procedure

Tell the students that you will write the daily assignments in the same place on the chalkboard every day. Explain that they will be responsible for logging these assignments in a notebook and turning in the work on time. Remind students throughout the day to work on the assignments whenever they have free time.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1 Collect the books on Fridays so you can look at them. Enter grades or comments about assignments done that week. Write the student a note in the book about his or her progress.

2. Encourage students to design their own assignment log to reflect one of their career interests, and have them put it together like an assignment notebook.

3. Have parents write comments in the assignment notebook about the sample work so you know that they have seen it. Ask them to mention good points and cite things that need improvement. Example: "Had to be pushed to do the homework on Wednesday" or "did a terrific job on the spelling test this week."

Responsibility

Organize work and manage time efficiently
Demonstrate ability to complete assignments in a timely manner

Home Folder

Adapted from an activity developed in the Slinger School District, 207 East Washington Street, Slinger, WI 53086.

Materials. A folder for each student, copies of a "Home Folder Checklist" (copy included) and a parental letter (example provided).

Procedure

Distribute the folders, checklists, and letters to the students. Instruct them to paste or glue the checklist to the folder's front cover.

Explain that they periodically will take completed assignments as well as other important information home in this folder for their parents to review and comment on. Each time they return the folder with their parent's signature or initials, they will receive a sticker. A bigger treat may be rewarded every fifth time the folder is returned with a signature.

Evaluation Methods. Teacher observation, checklist.

Enrichment Activities

1. Put the checklist on the inside of the folder, and let the students design their own home folder cover.

2. Let them put their favorite stickers on the front cover.

3. Leave the front cover blank, and each time the student turns in the folder put a sticker on the front of the cover instead of on the checklist. Or, the students can put the stickers in their own designs on the cover.

4. Ask parents to choose their favorite item from their child's home folder, and post it on a classroom bulletin board.

5. Ask parents to post a favorite item from the home folder on the refrigerator at home.

6. Ask the students to name their favorite kinds of stickers. See if you can find those or find stickers with their names on them.

Parental Letter

Date

Dear Parent(s):

This is a Home Folder. Your child will bring this folder home each week with important information in it as well as assignments your child has done. Please look this information/work over very carefully. Feel free to put your comments on the work or information, and send it back promptly with your child.

When your child brings this folder back with the correct information, he/she will receive a sticker. However, it should not be necessary for YOU to always remind him/her to bring the folder back. The folder could be put in a special place that they will see as they leave for school, such as next to their lunch bag.

Thank you.

Teacher's Name
Teacher's Phone Number

Home Folder Checklist

Name _____

Date	Information to Note	Comments	Parent Initials

Responsibility

Follow oral, visual, written, and multistep directions

Direction Hunt

Adapted from an activity developed by Joy Nelson, Slinger Middle School, 207 East Washington Street, Slinger, WI 53086.

Materials. Teacher-prepared clues, three or four colors of construction paper cut into one- by four-inch strips, and a marker.

Procedure

To prepare for this activity, write one clue to a question or one step of a multistep procedure on each strip of construction paper. Number the clues or steps, and on the final one, reward the students with the answer to a question or some other prize. Use different colors of paper for each set of question clues or each multistep procedure. Hide the paper strips around the classroom.

Divide the class into groups of three or four. Tell the students that you have hidden sets of clues or steps around the classroom. Explain that each group will be looking for a different colored set of clues or steps. Then, assign each group a color to pursue. To get them started, tell them where the first clue or step is located. Instruct them to work as a group during the activity.

Evaluation Methods. Teacher observation.

Enrichment Activities

1. Make up clues for use in other areas of the school such as the library. Or, hide the clues in reference books, or develop clues to help them learn about careers or companies using available library references.

2. Assign each member of a group to one step or clue. If a student gets stuck on their clue, the student can ask the help of other members in the group.

3. Have one group of students help you make up the clues and observe the other groups find them. They may discover that their clues were not written clearly enough or have other problems. If they have trouble finding the clues, the "seeker" groups can then ask the "writer" group questions and follow its oral directions.

4. Split up the "writer" group. Each student from that group is put in charge of a "seeker" group. The student reads aloud the clue but cannot provide any other hints.

5. Write a short murder mystery skit. Assign one group of students to act it out, and see if the "audience" can solve the mystery.

Responsibility

Organize work and manage time efficiently
Demonstrate ability to complete assignments in a timely manner
Strive to improve job performance

Getting Assignments in on Time

Adapted from an activity developed by Gale Streblow, Reading/English instructor, Slinger Middle School, 207 East Washington Street, Slinger, WI 53086.

Materials. Copies of an assignment log (copy included), a "Career Folder" for each student.

Procedure

Tell the students you will write the daily assignments in the same place on the chalkboard every day. Explain that you will remind them once daily to record these assignments onto their assignment log. They will be responsible for taking down the assignment and for getting the work in on time.

As the students turn in their work, remind them to check off the assignment in their log.

Write congratulatory letters to those students who complete all their assignments on time. Have the students put these letters into their career folders to take home to their parents. The students should keep these letters, as well as other employability materials, in the career folder to use as future references.

Evaluation Methods. Class discussion, teacher observation, checklist.

Enrichment Activities

1. Collect the assignment sheets at the end of the week, and award a "free point" on the next quiz for those students who completed the sheet correctly and on time.

2. Assign students a Reminder Partner. They can be responsible for reminding each other about getting their sheets completed.

Assignment Log

Assignment	Materials	Due Date	Time Start	Time Done	Total Time

Responsibility

Organize work and manage time efficiently
Demonstrate ability to complete assignments in a timely manner
Follow oral, visual, written, and multistep directions
Strive to improve job performance
Seek new assignments when time permits

Linking Community with Schools

Adapted from an activity developed by Jennifer Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. Develop a list of business people, including their telephone numbers, willing to participate in the project (start by contacting the local chamber of commerce and the local Business and Education Partnership Council representatives) and a schedule of content areas for the semester.

Procedure

Distribute to the class copies of the content-area schedule along with the list of business people willing to be speakers. Inform the students that each of them will be inviting a guest speaker to address the class on a topic relevant to the content area being studied. Tell them that they may select speakers other than those named on the list.

Explain that the speaker and the date must be approved before they may contact the speaker. After receiving approval, they may contact their guest speakers, invite them to address the class, arrange the date, and discuss the topic.

Use a calendar to schedule your semester topics and available dates for speakers. Make copies of the calendar so that everyone in the class has one. When speakers are approved, fill in the date and post the calendar on the wall so that students know what dates are taken and what dates are free.

In addition, students prepare and present an introduction and closing remarks for their speaker. As a follow-up, students prepare a three-question quiz, with answers, on their speaker's presentation to give to the class the day after the speech. Finally, the students send a thank-you letter to their guest speaker.

The introduction and closing remarks, as well as the quiz and thank-you letter, must receive teacher approval before being delivered.

Evaluation Methods. Class discussion, teacher observation, quiz.

Enrichment Activities

1. In front of the class, have the students interview their guest about the guest's career. Ask the speaker to add any information that wasn't covered.

2. Invite several guests in the same occupation to participate in a panel discussion on the advantages and disadvantages of their career.

3. Have students visit community businesses that support a career they are interested in and interview several workers. The students should report their visit to the class and answer questions.

4. Videotape the speaker's presentation, and the next day have the students discuss the points they enjoyed or didn't understand. Videotapes can be stored in a video library for future use.

Responsibility

Organize work and manage time efficiently
Exhibit accuracy, precision, and neatness in work and work habits
Demonstrate ability to complete assignments in a timely manner
Follow oral, visual, written, and multistep directions
Strive to improve job performance
Seek new assignments when time permits

Wages for Work

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. Copies of "'Wages for Work' Point Explanation" (copy included), a large piece of tag board, marking pen, mock paychecks, and rewards such as bookstore gift certificates.

Procedure

To prepare for the activity, create a grid on the tag board by listing the students' names down the left side of the tag board and the assignments for the unit across the top. Draw lines down and across to create a grid. Divide each box with a diagonal line in order to record two grades—one for the "worker" and one for the "quality-control (QC) monitor." Put the worker's points in the upper portion of the box and the QC monitor's in the lower portion. Use different colored inks to differentiate.

Distribute copies of the Wages for Work Point Explanation sheet along with the unit assignment sheet. Make sure to include the possible number of points for each assignment and its due date.

Assign students to work in pairs. Tell the students that they should view themselves as workers, the points they earn on assignments are wages, their partner is a QC monitor, and the teacher is the supervisor. Explain that everyone will do all the assignments as well as serve as their partner's QC monitor. Emphasize that all employees are important to the success of a business and that everyone must pull together toward a common goal.

The QC monitor will check their partner's work for errors and appearance before handing the assignment in to the supervisor (teacher). If the QC monitor finds errors or sloppy work, he or she returns the assignment to the partner to correct or improve. If the assignment is acceptable, the QC monitor signs off on it and turns it in to the supervisor.

The boss checks the performance of both the worker as well as the QC monitor and gives both the same grade for their performance on the assignment. For example, if the worker made an error on the assignment and the QC monitor didn't find it, both students are docked the same number of points for the mistake.

These points, which represent the wage earned for the assignment, are logged onto the tag board grid. At the end of the unit, recognize the top employee with a reward.

Evaluation Methods. Teacher evaluation, assignment completion/grades.

Enrichment Activities

1. The "Employee of the Week" gets to be supervisor's assistant for the following week.

2. Announce the Employee of the Week in the announcements at school, and write an article for the newspaper on the activity with pictures of the winners.

3. Invite a community professional in to discuss wages, raises, evaluation methods, and termination of employees.

4. Include employability skills, such as attitude, attendance, initiative, quality and quantity of work, and leadership, in the grading and point system.

5. Use two different management styles during this activity. Have a class discussion on what was different between the two styles. Which worked better for the students individually, and which worked better overall? What kind of boss would they like to have?

"Wages for Work" Point Explanation

1. When you finish an assignment, proofread it very carefully. Then, give it to your QC monitor to double-check.

2. If the Quality Control partner finds errors, correct them if possible. If they cannot be corrected, you must either do the assignment over or point the error out on the work and take a point reduction. The Quality Control partner must sign each job.

3. Turn in the work. If the assignment is done correctly and no errors are found, you will receive the total amount of points. Your Quality Control partner also will receive the total amount of points.

4. If the instructor finds an error that you or your partner did not find, five points will be deducted from each of your scores.

5. At the end of the week, your work points will be added up and the total will be posted. Your quality control points also will be added up and posted.

6. Your parents will receive a progress report to let them know how well you are doing.

7. The worker with the most amount of points, best attitude, and best attendance will be deemed "Employee of the Week" and will have his or her name read on the announcements for the day. They also may receive a coupon redeemable at the school bookstore.

Job-Seeking and -Getting Skills

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Job-Seeking and -Getting Skills

Become aware of creative potential
Conduct career/job search

The Match Game

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. Catalogs and magazines, scissors, paste or glue, pieces of cardboard, and flash cards.

Procedure

To prepare for this activity, cut out from magazines and catalogs pictures of people doing a job. Paste or glue the pictures on a piece of cardboard. Make one for each student in the class. Next, make flash cards to go with each picture. Put the title of the occupation on one side of the flash card and a description of the job on the other.

Before class begins, display the pictures around the room. Give each student a flash card. One by one, have the students place their flash card next to its corresponding picture. Afterward, discuss with the class what each job involves. Ask the students if they can think of any jobs that may be similar to the ones in the pictures.

Evaluation Methods. Teacher observation, class discussion.

Enrichment Activities

1. Invite professionals from the community to come in, and have students guess what kinds of things their job involves.
2. Have the students write a story about one of the jobs depicted on the flash cards.
3. Have students draw a picture of what they want to be when they grow up.
4. Have students go to the different parts of the school, and have the workers explain their jobs.
5. Poll the class to determine the most popular occupation, and take a field trip to see someone working in that occupation.
6. Write a description about a career on the back of the title cards, and have students read the information aloud to the class before they place it with the picture.
7. Invite parents to visit the class dressed in their work clothes and tell the students about their jobs.
8. Have students look through magazines and cut out a picture of how they want to look when they grow up and start working. Then, instruct them to glue their cut-outs to cardboard or construction paper and write a story about it.

Job-Seeking and -Getting Skills

Become aware of creative potential
Conduct career/job search

What Do I Want to Be?

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. Scissors, glue or paste, construction paper, magazines, and pencils or markers.

Procedure

Distribute the supplies. Instruct the students to cut out magazine pictures that depict the jobs they want to hold when they grow up. Then, have them paste or glue each picture onto a piece of paper. Below the picture, they should identify the career and state why they want to pursue it. Finally, have each student tell the class about their pictures and career choices.

Evaluation Methods. Teacher observation, class discussion.

Enrichment Activities

1. Instead of having students tell the class about their pictures and career choices, tell them not to put their names on their work and to post it on the wall. Have the students guess who wants to be in which profession and why. Students must be careful not to let others see the pictures they are cutting out.

2. Dedicate each day of the week to one career. The students interested in this career get to be helpers for the day. Include activities that relate to the career of the day so the students feel they are in that job.

Job-Seeking and -Getting Skills

Become aware of creative potential
Demonstrate effective interviewing skills

My Parents' Jobs Are Important Because . . .

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. Pens, pencils, markers, writing paper, construction paper, stapler, and copies of a list of interview questions (copy included).

Procedure

For this activity, students will interview their parents about their jobs in and outside of the home. Using information from that interview, they will write a story about their parents' jobs and why they are important.

Distribute copies of the interview questions provided in this exercise, or as a class, develop your own list of questions. During the interview, students should record their parent's answers while the parent is talking. Parents should not fill out the questionnaires themselves.

After the students write their stories, they should design a cover illustrating their parents' jobs and staple it on the front of their story.

As a follow-up, students can give an oral report of their story and discuss it with the class.

Evaluation Methods. Teacher observation, student assignment and oral report, class discussion.

Enrichment Activities

1. Ask students to bring in pictures of their parent(s) dressed for work so the other students know how people in that occupation dress.

2. Invite parents to come to class and have their child introduce them and tell the class what their parents do for a living and why it is important. Ask parents to dress as they would for work.

3. Suggest to students to job shadow their parent(s) for part of a work day. Then, have the students give an oral report about their "work day" to the class.

Questions to Ask Parents about Their Jobs

PARENTS: Please make sure your child does the writing for these answers. You may help with spelling. Thank you.

1. What is your job title?_____
2. Where do you work?_____
3. What kind of things do you do at work? _____

_____

_____

_____

_____

4. When do you go to work? _____

_____

5. What do you like best about your job? _____

_____

_____

_____

6. Is there anything about your job that you don't like? _____

_____

_____

7. Do you usually work inside or outside? _____
8. Is your work dangerous?_____

_____

9. Why did you decide to do this job? _____

_____

_____

10. What skills you have to do this job? _____

_____

_____

11. Would you be willing to come into school and talk about your job? _____

_____
Parent/Guardian Signature

Job-Seeking and -Getting Skills

Become aware of creative potential
Conduct career/job search

What Is a Job?

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. Library books about jobs and careers, and book review form (copy included).

Procedure

Before beginning this activity, visit the school library and make a list of the books it has on jobs and careers. There is a series of *I Can Be* . . . books published by Children's Press, 5440 North Cumberland Avenue, Chicago, IL 60656. Also, Career Publishers, 910 North Main Street, Orange, CA 92667, offers a *Reach High Career Awareness* series. There are many more; ask your librarian to work with you. Select one to read to the class.

Read the book to the class. Afterward, lead a discussion during which the class completes a review on the book you read so that they become familiar with how to fill out the form.

Then, instruct the students to select a book from the school library about a career in which they are interested. Pass out or post a list of career-related books the library has available. Inform them that after reading the book, they will be filling out a book review form, like the one they did earlier, as well as giving a oral report.

Following each oral report, informally survey the class (through hand-raising) to see how many students might like to pursue the job or career just described to them.

Evaluation Methods. Student oral report, assignment completion/grade, teacher observation, and class discussion.

Enrichment Activities

1. Have the students read their book aloud to the class and answer other students' questions about the reading.

2. Invite guidance counselors, parents, and community members to come in to hear the book reports and to participate in a discussion on the career.

3. Have students write an essay on why they want to pursue their chosen career. Make a classroom newspaper out of them called "I Want to Be . . . ."

4. Publish the best essay in the local newspaper or the district newsletter.

5. Have students make a book, including artwork, about their favorite career titled "What Is a . . . (fill in career) . . .?"

6. Read aloud a biography about inventors or business leaders, and discuss the stories.

Book Review Form

Name _____

The title of book I read is _____

The book was about being a _____

The things I liked best in the book were _____

_____

_____

_____

_____

_____

I want to be this when I grow up because _____

_____

_____

_____

_____

_____

Job-Seeking and -Getting Skills

Become aware of creative potential
Demonstrate effective interviewing skills
Display understanding of benefits and payroll procedures

What's My Line?

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. Copies of "Career Questions" and the "Rules of 'What's My Line?'" (copies of both included); slips of paper; awards, such as ribbons.

Procedure

Tell the students the class will be playing the "What's My Line?" game. In order to prepare themselves as "guests," they must research an occupation.

As a class, develop a list of occupations. From that list, students "apply" for the occupation they would like to research for the game on a slip of paper. Since more than one student will likely want the same occupation, instruct the students to keep their top three choices a secret.

Assign occupations from the information on the applications and the order in which the "guests" will appear. Post or distribute the "order of appearance" list. Inform each student privately which occupation he or she will research. Stress the importance of keeping the occupation a secret.

After the occupations are assigned, distribute the "Career Questions" worksheet and provide students with library time to do their research. When students complete the worksheet, distribute the "What's My Line?" rules and go over them.

Allow 15 minutes for each "guest." If a student in the "audience" guesses the guest's occupation, present an award to that student. If the guest stumps the audience, give the award to the guest. Regardless of the outcome, allow each guest to present any unmentioned information about the occupation and tell why he or she chose it.

Evaluation Methods. Assignment completion/grade, class discussion, checklist.

Enrichment Activities

1. Invite professionals from the community to come in and be the "guest" for the day. Students ask them the same set of questions and try to guess their occupations for the rest of the hour. Perhaps the guest could bring in the "tools of their trade."

2. Invite their parents to come in and try to guess the students' occupations. Also, have the students tell the parents about the various occupations they researched.

3. Ask the students to come to class dressed in clothing appropriate to their occupation on the day they appear as the guest.

Career Questions

Directions: Use the library to find as much information as you can about your career. You must find the answers to the questions below as well.

1. Is this work mainly done inside or outside?
2. Is the work performed while sitting, standing, or moving?
3. Is this work dangerous in any way?
4. What are the normal working hours for this career?
5. What days of the week do you usually work for this career?
6. What kind of training do you need?
7. Does this career require you to work mainly with people?
8. Does this career require you to work mainly with machines?
9. Does this career require you to work mainly with animals?
10. What is the average salary for this career?
11. What kinds of tasks do you have to do for this career?
12. Does this job involve helping people?
13. Does this job involve fixing things?
14. Does this job involve selling things?
15. Does this job involve buying things?
16. What classes in school relate to this job?
17. Do you know someone who has this job?
18. Does this job involve working with your hands?
19. Does this job involve a lot of thinking?
20. Why would you want this job?

Other Information:

Rules of "What's My Line?"

1. The class draws numbers to decide who gets to be the first guest.
2. The audience may start by asking questions from the "Career Questions" handout. When these questions are exhausted, they may make up their own.
3. The guest may answer with yes, no, or additional information that he or she knows would be helpful.
4. The audience may not ask what the occupation is until time is up.
5. The guest may not tell the audience what the occupation is until time is up.
6. If the guest stumps the audience, the guest receives a reward.
7. If someone in the audience guesses the occupation, they receive a reward. Only one person may guess at a time. If they shout out the guess, they will not receive a bonus.
8. After time is up or the occupation is guessed, the guest will tell the class the rest of the information on the occupation and explain why he or she wants to be in this occupation.
9. The teacher will keep track of time and questions asked. Decide on a time limit with the class before you begin.
10. The teacher will provide a prize to the winners.

Job-Seeking and -Getting Skills

Become aware of creative potential
Utilize creative ability in on-the-job situations
Prepare job applications and resumes

Worker for a Day

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. List of jobs in the school and community, a sign-up sheet or application forms (copy included), letters of invitation to participate in the Worker for a Day program (example provided), envelopes, and stamps.

Procedure

Since this activity requires the entire class to miss a whole day of school, you may need to obtain permission from the school administrator or principal. You also may have to have the students obtain parental permission to participate in the activity.

As a class, brainstorm about the different kinds of occupations in the school and community and list them. From that list, students should select the occupations they would like to learn about. Send a letter, along with a stamped, self-addressed envelope, to employers involved in the selected occupations inviting them to participate in the Worker for a Day program.

Make a list of available positions when the responses are returned. Share the list with the students, and discuss the jobs with which they may not be familiar. Have students apply for the job by filling out an application form. Encourage them to develop a resume and cover letter to include with the application.

Conduct a job interview with each student; "hire" the students for the jobs for which they seem best suited. All students will report to their jobs on the same day.

Contact the employers who agreed to participate in the program to

- confirm the date the student will be there,
- give them the name and some background of the student who will be job shadowing with them, and
- send an evaluation form for them to complete about the student's performance.

Have the students discuss their job-shadowing experience the next day in class. Make sure each student writes a thank you letter to the employer with whom they job shadowed. Look over the letters before sending them.

Evaluation Methods. Evaluation form, adult observation, class discussion.

Enrichment Activities

1. Reward workers who receive excellent ratings on their evaluation forms with a bonus of the teacher's choice.
2. Post workers' names, pictures, and jobs in the hallway with the title "We're Workers for a Day!" in large, colorful letters.
3. Conduct this activity once a month so students can try more than one job.

Worker for a Day
Participation Letter

Dear

We need your help. Our class currently is studying the skills needed to do a job search. Of course, the best way to learn about jobs is to do them.

In order to gain this practical experience, the students would like to participate in a Worker for a Day program. This program allows students to apply for "jobs" at area businesses. The student receives no money and works only at tasks that the employer thinks the student can handle.

We would enjoy having your business take part in our Worker for a Day program. If you or one of your employees would like to share a rewarding, valuable work experience with a student, please fill out the following information and return it to me at your earliest convenience. If you have any questions about the program, please contact me at (____) ____-_____. Thank you.

Employee Name _____Position _____

What skills does your helper need?_____

_____

What are the best days of the week for this activity? _____

Materials or kind of clothing your helper would need to bring/wear: _____

_____

Kind of duties you do during a NORMAL work day:

_____

_____

Thank you for your help.

Signed: _____

Worker for a Day Application Form

Name _____ Grade _____

Job you are applying for _____

Why do you want this job? _____

_____

_____

_____

_____

What skills do you have that would help you on this job? _____

_____

_____

_____

_____

Worker for a Day Evaluation Sheet

Student Worker's Name _____

Please check appropriate responses to the following:

		Yes	No
1.	Did the student report to work on time?	☐	☐
2.	Was the student dressed appropriately?	☐	☐
3.	Did the student listen to directions?	☐	☐
4.	Was the student able to follow directions?	☐	☐
5.	Did the student have a positive attitude?	☐	☐
6.	Was the quality of work acceptable?	☐	☐
7.	Was the quantity of work acceptable?	☐	☐
8.	Did the student ask questions about the job?	☐	☐
9.	Did the student ask for more work after completing a task?	☐	☐
10.	Overall, was this student a good worker?	☐	☐

Comments:

Please return this form to me at your earliest convenience. Thank you for your participation in this valuable learning experience.

Job-Seeking and -Getting Skills

Prepare job applications and resumes
Conduct a career/job search
Develop job application letters
Demonstrate effective interviewing skills

Mock Job Search

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. Examples of an invitational letter, cover letter, resume, job application, and thank-you letter (provided); and copies of the "Employability Skills Interview Evaluation Form" (included).

Procedure

Send an invitational letter to businesses, or contact your district's Business and Education Partnership Council. Compile a list of local businesses willing to conduct mock job interviews with students. Your local Business and Education Partnership Council may be able to provide some help. Provide this list to the students, and let them select the businesses with which they would like to interview.

Inform students of the position they will be applying for so they can develop an application letter and resume for it. Then, they should set up an interview with the contact person. Students then notify the teacher of the date and time of their interview.

Ask the interviewer to

- have the student fill out a company application form;
- make the interview as realistic as possible;
- discuss the student's interviewing strengths and weaknesses with the student immediately following the interview; and
- return the interview evaluation form as soon as possible.

After the students complete their job interviews, have them discuss the experience with the class.

Have the students write thank-you letters to their interviewers. Also, write thank-you letters to the businesses for participating in the program. Provide the local media with a story and photographs of the project, and include a list of the participating businesses.

Evaluation Methods. Interviewer evaluation, application letter and resume, student reports, class discussion.

Enrichment Activities

1. Invite business representatives to come to school and conduct interviews with students in front of the class.

2. Videotape an interview and have the interviewer discuss the good and bad points while showing it to the class.

3. Invite a personnel manager come to school and prepare students for their interviews. This may give the class a different viewpoint than the one the teacher provides.

4. Reserve the library and invite several interviewers to school for a "Job Fair" similar to those held on college campuses.

Example

Invitational Letter

March 1, 1988

Community Business
Address
City, State ZIP

Dear _____:

In our Employability Skills program, we currently are studying successful Job Seeking/Getting Skills, and we need your help. We would like our students to gain valuable real-life experience in interviewing for a job. If you would be willing to interview one or more students at your business, please return the bottom portion of this letter to

Jennifer T. Boyd
Slinger High School
297 East Washington Street
Slinger, WI 53086

Thank you for your cooperation in our school's Employability Skills program.

Sincerely,

Jennifer T. Boyd
Instructor

YES, I would be willing to interview _____ students at my place of business.

They will be applying for the position of: _____

The best day of the week is: _____

The best time of day is: _____

The contact person is: _____

The telephone number of this contact person is: _____

Comments:

Employability Skills
Interview Evaluation Form

Interviewer: _____

Interviewee: _____

Please, return this form to the teacher, not to the student. Thank you for your participation in this event.

		Yes	No
1.	Was the interviewee properly dressed?	☐	☐
2.	Did the interview introduce himself/herself and offer a handshake?	☐	☐
3.	Did the interviewee present you with his or her resume?	☐	☐
4.	Did the interviewee seem prepared?	☐	☐
5.	Did the interviewee smile and have a pleasant attitude?	☐	☐
6.	Did the interviewee have a positive attitude/outlook about himself/herself?	☐	☐
7.	Did the interviewee appear to think about their answers before responding?	☐	☐
8.	Did the interviewee expand on his or her response instead of replying with just a "Yes" or "No" answer?	☐	☐
9.	Did the interviewee speak clearly and loud enough?	☐	☐
10.	Did the interviewee thank you for your time and shake your hand?	☐	☐

11. What kind of an impression did the interviewee leave with you?

12. With what question did the interviewee seem to have the most difficulty?

13. On a scale of 1 to 10, 10 being the highest, what is your overall score for this applicant?

Application for Employment

Position Applied For:	Salary Expected:
Name *(Last, First, Middle)*	Social Security No.
Address: *(Present) No., Street, City*	Telephone No.

Address: *(Previous) No., Street, City*

Physical Condition: Have you been under a physician's care during the past 12 months? ☐ Yes ☐ No
If "Yes," explain

Education: *(circle last year completed)*

High School - 1 2 3 4 School Attended _____

Technical School- 1 2 School Attended _____

College - 1 2 3 4 School Attended _____

Attended College from _____ to _____ Degree Received _____

Other Education Related to Position Applied for: _____

Personal References: List three personal references *(not relatives)*.

Name	Address	Telephone No.
1.		
2.		
3.		

Previous Employment: Give an account of your full-time or part-time employment. Start with your present or most recent position and work back.

Employer	Address	Dates of Employment		Position Held
		From	To	
1.				
Duties of the job:				
2.				
Duties of the job:				
3.				
Duties of the job:				
4.				
Duties of the job:				

Training or Experience: List any special qualifications you have for this job:

If now employed, may we contact your current employer? ☐ Yes ☐ No

When are you available for work? _____

Additional Information:

I certify that the statements made by me in this application are true, complete, and correct.

Signature of Applicant	Date

Example

Cover Letter

6859 Ohio Road
Allenton, WI 53002
March 29, 1988

Ms. Jennifer Boyd
207 East Washington Street
Slinger, WI 53086

Dear Ms. Boyd:

I am writing in reference to the Legal Secretary job listed in today's *Milwaukee Journal*. I am interested in taking on the responsibilities this job offers.

I will graduate from Slinger High School on May 29, 1988. My courses have included Typing I and II, Basic Computers, and Recordkeeping. I also have worked for two years in the Slinger Middle/High School offices doing typing, operating the switchboard, handling the mail, and working with various office machines. During the past year, I also have been working at the Cedar Lake Home, where I encounter many kinds of people and situations. Through this job, I have developed patience and understanding in working with the residents. I believe that these skills, as well as the ones listed on the enclosed resume, make me a valuable employee.

I would like to meet with you at your convenience to discuss my employability skills in more detail. Please call me at 629-9243 any weekday after 3 p.m. Thank you for your consideration.

Sincerely,

Christine Mallek

Enclosure

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Resume

Christine Mallek
6859 Ohio Road
Allenton, WI 53002
(414) 629-9243

Career Objective

To develop good secretarial skills and to communicate and work effectively with people.

Education

Slinger High School
Graduation May 29, 1988
Pursuing Legal Secretary Profession at Moraine Park Technical College

Work Experience

Nursing Assistant, Cedar Lake Home, West Bend, WI 53095.
August 1986—Present
Responsible for taking care of residents' personal dietary needs, mail distribution, and charting.

Student Helper, Slinger Middle/High School Offices
Student Helper; During the school year helped answer phones, take messages, file, distribute mail, type, and run errands.

Employment Skills

Computer experience, typing, recordkeeping, answering phones, taking messages, distributing mail.

Personal Traits

Dependable, responsible, and able to work with others as well as alone.

References

Pat Leeson
Heder Drive
Slinger, WI 53086
644-8825
High School Secretary

Rosemary Otte
P.O. Box 154
Slinger, WI 53086
644-6012
Mother of Friend

Kevin Bacon
Slinger Middle School
207 East Washington Street
Slinger, WI 53086
644-5226
Principal

Example

Thank-You Letter

6859 Ohio Road
Allenton, WI 53002
April 7, 1988

Ms. Jennifer Boyd
207 East Washington Street
Slinger, WI 53086

Dear Ms. Boyd:

Thank you for giving me the opportunity to interview for the position of Legal Secretary. I enjoyed our discussion regarding this position.

During our interview, I should have mentioned that when working in the Middle/High School offices, it was necessary to keep all information confidential. This experience helped me to become a trustworthy employee who understands the importance of confidentiality in the workplace.

I also learned about the traits it takes to become a valued employee in my Employability Skills class, and I am striving to become a better worker by recognizing my strong traits and working to improve on others.

I am very interested in the Legal Secretary position and look forward to hearing from you soon. If there is any other information I can provide, please feel free to call. Thank you.

Sincerely,

Christine Mallek

Job-Seeking and -Getting Skills

Utilize creative ability in on-the-job situations
Prepare job applications and resumes
Demonstrate effective interviewing skills
Display understanding of benefits and payroll procedures

Operating a Business

Adapted from an activity developed by Jennifer T. Boyd, Slinger High School, 207 East Washington Street, Slinger, WI 53086.

Materials. Job descriptions, work rules, benefit-package manuals, work schedules, time cards, performance evaluation forms, federal W-2 forms, payroll registers, and mock paychecks. A copy of many of these items may be available from the school office.

Procedure

Obtain permission from the school district administration to allow students from the class to operate the school bookstore or work in the office, lunchroom, or elsewhere in the school. Also, require the students to obtain parental permission to participate in the program.

After the project has been approved, post a list of available positions. Include the working hours, wage, and benefits for each job. Students apply for jobs by submitting an application letter and resume, completing an application, and going through an interview with the teacher and the job's supervisor.

Students hired for the position must fill out a W-2 form and obtain a Social Security number if they do not have one. If there are many students and few jobs, develop a rotation plan so all students have an opportunity to work. Post the work schedules.

The supervisor trains the student for the job and provides him or her with a job description and materials explaining work rules and benefits. Students fill out their payroll time cards each time they report to work. Their supervisor must initial the time cards.

To be promoted, the students must pass a quiz on their current position as well as one on the position they want. The quiz, developed and given by the supervisor, may be written, oral, or both.

Each week, the students receive their paycheck as well as a performance evaluation form, which is completed by their supervisor. If they have filled in for another worker or helped out during a busy time, they may receive bonus points or "overtime" pay. Overtime pay may consist of a free homework pass or a retake pass for a unit test or quiz.

At the end of each month, the supervisor(s) chooses a student Employee of the Month. This student will be recognized in the school announcements and an article will be sent to the local newspaper.

To promote school public relations, write a story for the local newspaper about the program. Include black-and-white photographs of the students working at their jobs or invite the local media to visit the school.

Evaluation Methods. Teacher/supervisor observation, class discussion, performance evaluations.

Enrichment Activities

1. Place students in jobs throughout the school, including the bookstore, the school office, guidance office, and the lunchroom. After two weeks on the job, they can apply for a new job in a different area of the school. This may go on for an entire semester.

2. Have students work in their jobs only one day a week. For example, the students would run the bookstore on Fridays and would discuss how things went during class the following week.

3. Assign students to write a job description that covers their duties, responsibilities, hours, and wages.

4. Encourage students to operate a small business outside of the school. Invite a businessperson to come in and discuss the procedure for starting a business and developing a small-business plan. Ask the speaker to explain the importance of everyone understanding how the entire business works— not just their part of it.

5. Invite representatives from the business community and the chamber of commerce to serve as mentors during the project.

Employability Evaluation Form

Name: _____

Job: _____

Rate the employee from 1 to 10, with 10 being highest, using the following criteria:

Personal
How does the employee rate in his or her appearance, personality, integrity, neatness, honesty, and integrity? _____

Attitude
Does the employee display a pleasant attitude toward work, show a willingness to help others, and do more than their job? _____

Quality of Work
Does the employee's work meet high standards, and is it accurate and neat? _____

Quantity of Work
Does the employee's volume of work meet your standards? _____

Attendance/Punctuality
Does the employee report to work on time? _____

Does the employee call in late arrivals or sicknesses in time to arrange a substitute? _____

Time Management
Does the employee use time effectively and efficiently? _____

Does the employee take the initiative to do things that need to be done? _____

Reliability
Is the employee reliable and dependable at all times, even when the boss is out? _____

Flexible/Change with Needs
Does the employee adapt to changes that are made without complaining about it and without too much new training? _____

Is employee willing to help out when peak work loads arrive? _____

Performance on the Job
Does the employee understand his or her job and perform it to the best of his or her ability? _____

Does the employee understand how his or her job fits into the "big picture" of the company? _____

Comments

Reasoning and Problem Solving

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Reasoning and Problem Solving

Reason and make objective judgments
Understand rules and procedures

"In Which Tigger Learns Not to Lie"

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 1, p. 87.

Materials. The filmstrip "In Which Tigger Learns Not to Lie," from *Winnie the Pooh and the Right Thing to Do.* Burbank, CA: Walt Disney Educational Media, 1977.

Procedure

After showing the filmstrip to the class, discuss the positive effects of honesty and self-respect. Contrast those effects to the negative aspects of bragging and dishonesty.

Evaluation Methods. Class discussion.

Enrichment Activities

1. View another filmstrip and compare values presented in both.
2. Invite a retail-store manager to speak about the need for trust and honesty in the workplace.
3. Write a story about "The time I told a lie."

Reasoning and Problem Solving

Understand rules and procedures

Conversation Ball

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level K, p. 74.

Materials. Two Styrofoam® balls to serve as conversation balls.

Procedure

Divide the class into two groups, and have each group sit in a circle. Explain to the students that possessing the conversation ball permits that student to talk about anything he or she wants to for one minute. During that time, no one else is allowed to speak.

When the one minute is up, the student asks who else would like to talk. Those who want to talk raise their hands, and the holder of the ball rolls it to one of them.

This process continues until all students who wanted to talk have done so. Then, ask the class what would happen if everyone talked at once. Discuss what rule the conversation ball represents and why rules are needed.

In addition to teaching students about rules and procedures, this activity helps them develop good listening skills.

Evaluation Method. Class discussion, teacher observation.

Enrichment Activities

1. Explain that conversation is like playing tennis; you have to return the ball. Practice conversations: a) The first person asks a question, b) the second person answers and returns a question or comment, c) repeat (a) and (b).

2. Practice conversation using puppets or dolls. Children are sometimes less inhibited with these objects.

3. View a segment of *Sesame Street* or a similar program and discuss application of conversation rules.

4. Produce a classroom talk show.

Reasoning and Problem Solving

Understand rules and procedures

Classroom Rules

Adapted from an activity developed by Ken Mouw, fifth-grade teacher, Fairchild Elementary School, Fairchild, WI 54741.

Materials. None.

Procedure

Discuss with the class what rules are and why they are necessary. Then, divide the class into small groups. Instruct the groups to think of four or five classroom rules and to provide reasons why they are needed.

When they finish, have groups share their rules and rationale with the class. Write the rules on the chalkboard.

Discuss each suggested rule. Is it really needed? Is it well stated or well defined? Suggest some useful rules the students may have overlooked. Post the classroom rules that the students deem necessary.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Develop a method for amending the rules.
2. Discuss exceptions to rules.
3. Write a classroom constitution.
4. Make a large chart showing multiple meanings for the word "rule."
5. Make a list of idoms referring to rules, i.e., rule of thumb, rules of the road, the golden rule, and rules with an iron hand.
6. Write to other schools or classrooms for a list of their rules; compare those with yours.
7. Invite a high school coach to discuss the rules of game he or she coaches.
8. Invite a judge or lawyer to discuss courtroom laws and procedures.

Reasoning and Problem Solving

Understand rules and procedures

Why Rules?

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 4-6.

Materials. None.

Procedure

Instruct the students to brainstorm a list of family, school, and societal rules. Write them down on the chalkboard.

Next, have students pair up and ask each pair to select a rule from the board. Tell them to devise a continuum for the rule. For example,

	1	2	3	4	5	6	7	8	9	10	
Stealing is always wrong	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	Stealing is never wrong

Have each student put a mark on the line that he or she thinks reflects his or her partner's opinion. Upon completing this activity, ask the students the following questions:

- Why do we have rules?
- Are all rules necessary?
- What would happen if we didn't have any rules?
- Does your partner's view accurately reflect your feelings regarding the rule? If not, how do you account for the disagreement?

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Explain the meaning for "an eye for an eye" (i.e., retaliation or revenge). Discuss if this approach is a good set of rules.
2. Compare civil rights in various time periods and countries.
3. Have each student list six rules he or she feels are important to live a safe and happy life. Compile a master list. Discuss why the class values these rules.
4. Discuss the difference between a rule and a law.
5. Invite employers to discuss rules in their business.
6. Invite service club and lodge members to discuss the significance of rules to their organizations.
7. Invite an elected official to discuss his or her role in rule or law making

Reasoning and Problem Solving

Reason and make objective judgments

The Millionaire

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 7-12, Crossroads I.

Materials. Copies of "Millionaire Plans" worksheet (copy included).

Procedure

Ask students to imagine that each of them just received a gift of $1 million—no strings attached. They may spend it any way they wish. Discuss some of the wonderful consequences, as well as the potential problems, the money could bring to their lives.

Distribute the "Millionaire Plans" worksheet. Instruct them to complete the worksheet, planning for the best possible use of their money while working toward their personal goals.

After completing the worksheets, compare the plans of several students. Have them discuss the rationale for the choices they made and the anticipated results for each.

Evaluation Methods. Assignment completion/grade, class discussion, teacher observation.

Enrichment Activities

1. Have students describe how they could earn $1 million.
2. As a class, make a list of people who are millionaires.
3. If possible, invite a millionaire to speak to the class.

Millionaire Plans

Goal: I hope my $1 million will accomplish the following:

Category	Choice	Anticipated Result
Something I would like to buy for myself.		
Something I would like to give to someone I know.		
Something I would like to learn.		
Where I would like to live.		
Where I would like to travel.		
The job or career I would like to have.		

Reasoning and Problem Solving

Display flexibility
Adapt to changing demands of the job
Organize work and manage time efficiently

How Do I Use My Time?

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 7-12, Crossroads I.

Materials. Copies of the "How Do I Use My Time?" worksheet (copy included).

Procedure

Explain to the class that everyone makes decisions about how and when they do things, often without being conscious of doing it. Frequently, people can work more efficiently—and thus have more leisure time—if they closely examine how they spend their time. Point out that with some goal setting, planning, and organization, they can make better use of their time.

Distribute the "How Do I Use My Time?" worksheets to the students. Ask them to project, or estimate, how they use their time. Have them complete the assignment in class.

Next, give them an out-of-class assignment in which they keep a log of how they actually spend their time. Tell them to accurately time how long it takes them to complete a task and to record that information into their log as soon as possible after completing the task.

After a day or two, have them compare their projections on the worksheet with the entries in their logs. Discuss the similarities and the differences.

Explain that they can use this information to evaluate their choices, establish goals, and make plans for change to meet those goals. Then, instruct them to prepare goals that will help them use their time more efficiently.

Evaluation Methods. Assignment completion, student report, teacher observation, class discussion.

Enrichment Activities

1. Conduct a follow-up survey using the same process and compare results.

How Do I Use My Time?

How do I spend my time? Do I have enough time to finish the things I want to do? What do I wish I had more time to do?

Answer the following questions. You may estimate the amount of time spent doing these activities.

I am responsible for the following chores at home:

Chore:

Time (minutes—daily, weekly):

I have a job outside my home: (include irregular jobs, such as babysitting or yard work)

Job:

Time (minutes—daily, weekly):

During the school year, I spend the following amount of time doing homework:

Time (minutes—daily, weekly):

I belong to the following organizations or clubs:

Organization(s):

How often and how long are the meetings?

I take lessons (examples: piano, tennis).

Activity:

Time:

I practice the following:

Activity:

Time:

I spend the following amount of time watching television:

Time (minutes—daily)

I spend the following time on other entertainment (examples: time with friends, talking on the telephone, reading, biking, etc.):

Activity:

Time:

Reasoning and Problem Solving

Reason and make objective judgments

Twisted Inside Out

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. Paper, scissors, pen or pencil, and tape.

Procedure

Instruct the students to cut a strip of paper about 8½ inches long and one inch wide. Next, as they hold an end of the strip in each hand, tell them to rotate one end of the strip 180 degrees. Then have them tape the ends together so that the strip forms a ring with a twist in it.

Direct the students to draw a continuous line on the inside of the strip without lifting it from their desk or turning the strip over. Discuss the result.

Finally, tell the students to cut along the line that they drew on the strip. Again, discuss the results.

Evaluation Methods. Teacher observation, class discussion.

Reasoning and Problem Solving

Synthesize and process job components
Adapt to changing demands of the job
Organize work and manage time efficiently
Apply basic skills

Widget Factory

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. Paper clips, rulers, scissors, pens, pencils, and cardboard.

Procedure

Tell the students that they work for a company that has received a contract to produce widgets. Explain that a widget is a four- by six-inch piece of cardboard that has five paper clips randomly arranged around its perimeter. You may choose to make a sample widget to pass around.

Divide the class into three or four "work crews." Each crew is responsible for producing six widgets. Recommend that each crew create an assembly line to produce the widgets. Each crew should include a supply person who provides the line with the materials it needs and a quality control monitor who accepts or rejects the completed widgets.

Take note of which crew was the fastest, which one produced the highest quality widgets, and so on. After the crews complete their task, discuss what problems each crew encountered and how they were solved.

Evaluation Methods. Assignment completion, teacher observation.

Enrichment Activities

1. Disassemble 30 pens and put all the parts in one box. Instruct the students to organize themselves to reassemble pens.

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	Safety Inspection	138

Health and Safety Habits

Practice good personal hygiene

The Good-Grooming Game

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level K, p. 11.

Materials. One box, approximately one cubic foot in size; a scarf or blindfold, comb, brush, soap, washcloth, shampoo, toothpaste, toothbrush, towel, nail file and clippers, facial tissues, and a shoe with laces.

Procedure

In this activity, students are blindfolded and then asked to use their sense of touch to identify an object from the Hygiene Surprise Box. They may remove the blindfold after they correctly identify the object. Ask them to describe how the item is used and whose responsibility it is to use it. For example, an elementary student may be too young to safely use a nail clipper.

To prepare for this activity, assemble the items listed under "Materials" and put them into the box. Cut a hole in the box large enough to accommodate any of the objects. You may decorate the box if you wish. Next, make two sets of numbered slips of paper, enough for each student in the class.

Put one set of numbered slips into a paper bag. Ask the students to draw a slip and pass the bag on. After the students have drawn their numbers, retrieve the bag and put the second set of numbered slips into it. From the second set, draw one number at a time and read it aloud. The student with the corresponding number takes his or her turn at being blindfolded.

Guide the blindfolded student as he or she reaches into the box. Provide assistance as needed. Continue the process until all students take a turn.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Make a collage of hygiene-related items.
2. Develop crossword puzzles and word finds using hygiene vocabulary.
3. Invite a pharmacist to bring hygiene products to show and discuss with the class.
4. Write and act out a skit concerning hygiene.

Health and Safety Habits

Recognize stress-related situations and deal with them effectively

The Relaxing Cloud

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 3, pp. 21-22.

Materials. None.

Procedure

This activity teaches students how to relax. In a soft, warm voice, recite the following instructions to them.

"Let's begin by laying down on the floor on your back. Move your body around until it feels comfortable." (Pause five to ten seconds.)

"Now, pick a spot on the ceiling and gaze at it. Just let your eyes focus gently on the spot; let the rest of room fade away." (Pause five to ten seconds.)

"Just keep gazing at that spot. Slowly let your eyelids close. Slowly, slowly, until they are all the way closed. Your eyes should feel warm and relaxed. Let your mind relax and float along. Image that you are outside, laying on the ground, watching soft, fluffy clouds float by. Watch them float along—peacefully, gracefully, lazily floating along. (Pause five seconds.)

"Now, think about a part of your body that feels very relaxed. (Pause five seconds.)

"Image that part of your being surrounded by a warm, soft cloud of relaxation. It is in that cloud, floating gently; it is very relaxed, very warm." (Pause five seconds.)

"Now, let that feeling slowly move through the rest of your body. Slowly, slowly, until your whole body is floating along in this warm, soft, beautiful cloud." (Pause ten to 15 seconds.)

"Now, it's time to come back to the people around you. Count backwards from ten. When you reach one, put your arms above your head and s-t-r-e-t-c-h." (Allow time for all students to stretch.) "Now, slowly sit up. You should feel relaxed, peaceful, and alert."

Evaluation Method. Teacher observation.

Health and Safety Habits

Practice good personal hygiene
Maintain good personal health

Caring about Myself

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 4-6.

Materials. Filmstrip on personal care.

Procedure

Ask students to name some of the things they do to take good care of themselves. List them on the chalkboard. Discuss how doing these things helps make them feel good about themselves. Show the filmstrip.

After viewing the filmstrip, cite other personal hygiene practices that may have been overlooked in the initial discussion.

Evaluation Methods. Class discussion, teacher observation, checklist, questionnaire.

Enrichment Activities

1. Have students produce a filmstrip or videotape about the steps they take in practicing good hygiene.
2. Make comic strips about hygiene.
3. Invite a professional in a hygiene-related field, such as a dentist, cosmetologist, or nurse, to come in and discuss the importance of good personal hygiene.

Health and Safety Habits

Dress in a well-groomed, appropriate manner
Practice good personal hygiene
Maintain good personal health

Clean Body, Healthy Self-Image

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 4-6.

Materials. "Person Power" (1976 and 1988) from Marshfim, P.O. Box 8082, Shawnee Mission, KS 66208; (800) 821-3303. Filmstrip with cassette and teacher's guide is $37.50; VHS videotape is $47.50.

Procedure

Discuss how personal hygiene can affect the impression, both negative and positive, someone projects to others. Ask students why they think cleanliness and appearance matter. List their responses on the chalkboard.

Next, view the filmstrip. Instruct them to write a sentence describing their reaction to its first picture. When they complete the sentence, continue on with the filmstrip. After viewing, have some of the students recite their reaction sentences. Discuss the lessons the filmstrip characters learned.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Instruct the class to clip magazine pictures depicting "before" and "after" cleanliness. Glue or paste these pictures onto pieces of paper and make a booklet.
2. Role-play neatness versus sloppiness.
3. Make a list of related words and discuss connotations.
4. Invite a dental hygienist to demonstrate correct teeth brushing and flossing.
5. Visit a grocery store and make a list of the hygiene items.
6. Write ads and design packaging for hygiene products.

Health and Safety Habits

Recognize stress-related situations and deal with them effectively

Good and Bad Stress

Adapted from an activity developed by Sandra Stanton, counselor, Osseo-Fairchild School District, 13th and Francis Streets, Osseo, WI 54758.

Materials. Paper and pencil or pen.

Procedure

Begin by explaining what stress is and how it affects the body physiologically. Point out that stress can be a positive thing (eustress) or a negative thing (distress). For example, eustress creates a heightened sense of awareness which makes us more alert and usually improves our performance. That's why being a little bit nervous before a test can be a good thing.

On the other hand, distress can hamper performance and become debilitating. This explains why getting too nervous about an exam can cause one's mind to "go blank" while taking the test.

Explain that everyone experiences stress in their everyday lives. To provide an example, list some of the stressful situations you have encountered in the past 24 hours. Then, categorize the rate each item as eustress (+1 to +5) or distress (–1 to –5).

After completing the chart, ask students to note the stressful situations they encounter in the next 24 hours. Instruct them to record these occurrences on a piece of paper and categorize and rate them as you did in the classroom example.

Discuss the assignment the next day in class. Note the stressors common among several students as well as any that one student experienced more than once in the 24-hour period. Have the class brainstorm ways to deal with distress, such as exercise, relaxation techniques, and avoidance of the stressful situation.

Evaluation Methods. Assignment completion/grade, class discussion, teacher observation.

Health and Safety Habits

Recognize stress-related situations and deal with them effectively

Stress Management

Adapted from an activity developed by Sandra Stanton, counselor, Osseo-Fairchild School District, 13th and Francis Streets, Osseo, WI 54758.

Materials. Paper, crayons, pen or pencil, old magazines, chalkboard or chart paper, scissors, and glue.

Procedure

Explain to the class the concept of stress using examples with which the students can identify. Point out the need for stress in our lives and the difference between eustress and distress. Share some personal examples of both.

Invite students to share some stressful situations they have experienced. Ask them to describe any affects the stress had on their mental and physical functioning. For example, have they trembled with excitement or felt nauseous from anxiety?

List these situations on chart paper or on the chalkboard, pointing out the role of change in these stressful situations. Discuss the difficulty most people have in dealing with change. Highlight one of the listed situations, and ask students how they would react to it and how they would deal with it.

In drawing similarities between situations as well as preparing students to deal with future stress, summarize the following IDEAL steps for problem solving:

I — identify the problem
D — determine possible solutions
E — evaluate potential consequences of solutions
A — act on the best potential solution
L — learn from results and, if necessary, reidentify the problem

As an individual assignment, ask students to choose one situation or thing that bothers them. To illustrate, they may draw it out or clip pictures depicting the situation from a magazine. If time allows, invite students to share their illustrations with the class.

Evaluation Methods. Class discussion, teacher observation.

Health and Safety Habits

Observe safety rules
Practice good personal hygiene

Safety First

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. Copies of "General Safety Rules" and "Precautions and Practices for a Safe Environment and Personal Protection" (copies of each included).

Procedure

Discuss with the class the importance of safety using the handouts as a guide.

Evaluation Methods. Class discussion, quiz.

Enrichment Activities

1. Invite an inspector from the Occupation Safety and Health Administration (OSHA) or an insurance company to speak to the class.

General Safety Rules

Message to Students:

You need to learn the correct operating procedures and safety precautions to take with these tools and machines so you can use them with confidence. Do not fake it . . . learn it!

As a student in technical education, you have a responsibility to yourself and to the group to practice safety in the classroom and the work areas. Teamwork is required for the safety of all members. Take it upon yourself to correct an unsafe situation, or call it to the attention of your teacher. The following outline is YOUR responsibility to your team.

Follow Instructions
- observe safety rules
- no horseplay
- operate machinery only when authorized to do so
- keep machine guards in place
- follow approved procedures

Keep Work Areas Clean and Orderly
- keep floors and benches clean
- replace tools properly
- wipe up spills
- clear aisles

Dress Properly
- no loose clothing
- no jewelry
- control long hair

Precautions and Practices for a Safe Environment and Personal Protection

Things the instructor should do.

Before students begin to use materials, equipment, and machinery,

- instruct them about safety practices using demonstrations, visual aids, assigned readings, and evaluations;
- post safety regulations in prominent places;
- distribute copies of the safety rules;
- teach them how to use fire extinguishers, including the appropriate extinguishers for the different kinds of fires;
- have students demonstrate their safety knowledge of tools, equipment, materials, and machinery in the work area; and
- inform students of the established procedure for handling emergency situations, including fires and accidents.

To ensure and maintain an effective safety program,

- conduct safety inspections of the work area on a regular basis;
- investigate and report accidents;
- establish a recordkeeping system of inspections, accidents, maintenance, and repairs; and
- supervise the proper use of equipment, materials, and machinery.

Things everyone should do.

Body Mechanics

To protect yourself from bodily injury and reduce muscle strain,

- use as many muscles as possible to distribute the workload;
- use both hands to lift heavy objects;
- avoid lifting heavier objects alone, ask for help;
- push instead of pull;
- use leg muscles, rather than back muscles, to life heavy objects;
- avoid unnecessary bending and twisting for any length of time;
- work at the proper height to avoid muscle strain; and
- ask for help when moving bulky materials.

Personal Safety

To protect yourself from injury,

- secure long hair to prevent it from getting caught in operating machinery and interfering with your vision;
- wear eye protection, such as safety glasses or goggles, when there is danger of eye injury;
- avoid wearing loose clothing in the laboratory and shop areas;

- remove rings and other jewelry while working in the laboratory or shop areas; and
- wear protective apparel—such as aprons, shields, and gloves—as needed.

A Safe Environment

To keep the work area safe from accidents,

- arrange aisles, machinery, and other equipment to conform with good safety practices;
- provide safe, sufficient, and well-placed lighting;
- provide adequate ventilation and proper temperature settings for the conditions;
- make sure that fire extinguishers are correctly selected, adequately supplied, conveniently located, and regularly inspected and recharged as needed;
- clearly identify and illuminate exits;
- keep laboratory and workplaces free from excessive dust, smoke, and toxic airborne substances;
- clearly identify utility lines and power switches;
- provide appropriate safety guards on stairways, floor openings, and overhead storage areas; and
- keep stairways and aisles free of clutter and litter.

Safe Housekeeping

To employ safe housekeeping practices,

- properly store or dispose of work materials, such as chemicals, sawdust, shavings, metal cuttings, and rags.

Health and Safety Habits

Observe safety rules

Safety Inspection

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. Copies of the "Safety Inspection Checklist" (copy included).

Procedure

Present a demonstration on laboratory safety, then distribute the "Safety Inspection Checklist."

Next, assign the students to inspect the laboratory for hazardous conditions according to the directions on the checklist. After students complete the checklist, discuss their findings and take corrective action.

Evaluation Methods. Assignment completion/grade.

Enrichment Activities

1. Visit a local business or invite representatives to discuss the safety measures practiced in their workplace and reasons why these measures are important.

2. Obtain actual business checklists and simulate the process of completing them in the classroom.

Safety Inspection Checklist

Class _____ Period _____ Date _____

Place an "X" (indicating unsatisfactory) in the box whenever hazardous conditions and unsafe acts are encountered so corrective action can be taken. Also note whether potential accident causes, marked with an "X" on a previous inspection, have been corrected. Make detailed comments on the back of this sheet.

A. Fire Protection
- 1. Extinguishing equipment ☐
- 2. Exits, stairs, and signs ☐
- 3. Storage of flammable materials ☐
- 4. _____ ☐

B. Housekeeping
- 1. Aisles, stairs, and floors ☐
- 2. Storage and piling of material ☐
- 3. Light and ventilation ☐
- 4. _____ ☐

C. Tools
- 1. Power tools, wiring ☐
- 2. Hand tools ☐
- 3. Use and storage of tools ☐
- 4. _____ ☐

D. Personal Protective Equipment
- 1. Safety glasses and goggles ☐
- 2. Face shields ☐
- 3. Gloves ☐
- 4. Respirators or gas masks ☐

E. Material Handling Equipment
- 1. Winches ☐
- 2. Cranes, hoists, booms ☐
- 3. Carts ☐
- 4. Cables, ropes, chains, slings ☐
- 5. Rigging ☐
- 6. _____ ☐

G. Machinery
- 1. Point-of-operation guards ☐
- 2. Belts, pulleys, gears, shafts, etc. ☐
- 3. Maintenance and oil leakage ☐
- 4. _____ ☐

H. Pressure Equipment
- 1. Air compressor ☐
- 2. Gas cylinders and hoses ☐
- 3. _____ ☐

I. Unsafe Practices
- 1. Improper use of protective equipment ☐
- 2. Horseplay ☐
- 3. Running in aisles ☐
- 4. Improper use of air hoses ☐
- 5. Removing machine guards ☐
- 6. Work on unguarded machinery ☐
- 7. _____ ☐

J. First Aid
- 1. First-aid kits ☐
- 2. Stretchers ☐
- 3. All injuries reported ☐
- 4. _____ ☐

K. Miscellaneous
- 1. Acids and caustics ☐
- 2. New processes ☐
- 3. Dusts, vapors, or fumes ☐
- 4. Ladders and scaffolds ☐
- 5. _____ ☐

Signed _____

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Personal Attributes

Develop a good self-esteem and positive self-image

Developing a Healthy Self-Concept

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 3, p. 2.

Materials. Copies of the "How Do I Feel about Myself?" handout (copy included.).

Procedure

Explain to the class that it is important to know how we feel about ourselves because our self-image affects how we treat others and, in turn, how others treat us. Discuss some examples.

Distribute the handout. Ask the students to complete the assignment in class. When they finish, go through each statement and discuss it. Encourage the class to make suggestions on how people experiencing negative attitudes about themselves can develop a positive self-image.

Collect the papers and review them privately. Think about some things you can do to help students with negative self-images improve their outlook.

Evaluation Methods. Class discussion, teacher observation.

Enrichment Activities

1. Make available a special bulletin board where students can post their papers. Either the teacher or students could choose papers for display.

2. Have the students read stories to a younger group of students.

How Do I Feel about Myself?

Name _____

Please circle "T" for true or "F" for false for each item.

T F 1. I often wish I were someone else.

T F 2. I am liked by most kids.

T F 3. There are a lot of things about me I'd like to change.

T F 4. I'm proud of my school work.

T F 5. No one pays much attention to me.

T F 6. I understand myself.

T F 7. I like to be called on in class.

T F 8. I like the way I look.

T F 9. People can depend on me.

Personal Attributes

Develop a good self-esteem and positive self-image
Exhibit positive attitudes
Exhibit self-confidence and self-awareness

Everyone Is a Star

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 1, p. 5.

Materials. Copies of the "Special Star" (copy included.).

Procedure

Introduce the activity by telling the class that everyone has several things they can do well. Give some examples of things you do well.

Ask students to volunteer to name the things they can do well. Continue until all students have responded.

Distribute the Special Stars to the class. Instruct them to put their name on it and list the things they do well. Allow them to color their star if they want.

When all students have completed filling out their stars, collect the stars and display them around the room. Afterward, send the stars home with the students to share with their family.

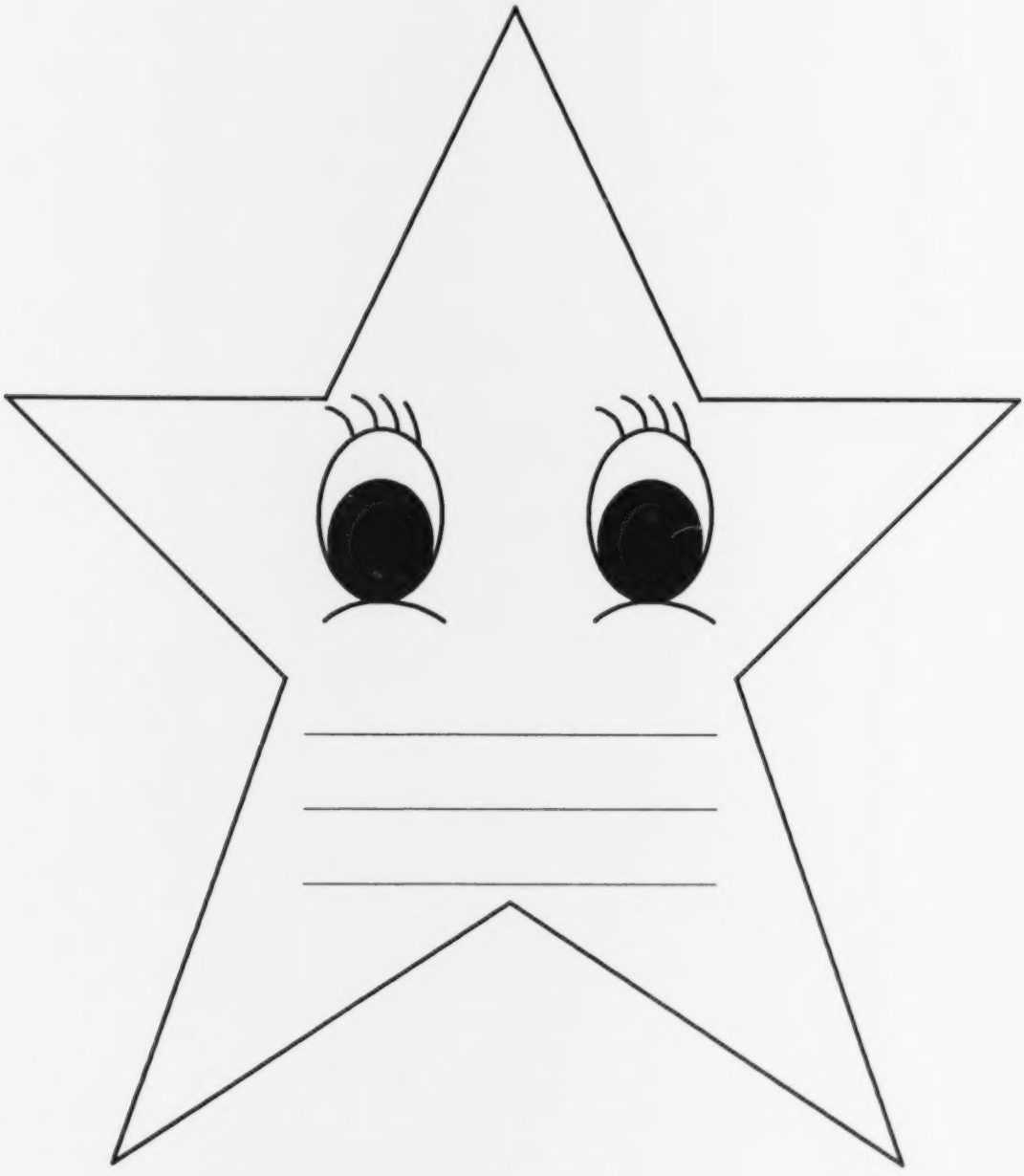
Evaluation Methods. Teacher observation, class discussion.

Enrichment Activities

1. Take a group photograph of everyone wearing their stars.

2. Invite the principal to share with the class an activity, such as a hobby, that he or she does well.

_____ is a star in . . .



Personal Attributes

Exhibit positive attitudes

Guess Who?

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level K, p. 23.

Materials. None.

Procedure

Explain to the students that they are going to play a guessing game in which they have to identify one of their classmates based on clues about that student's physical appearance and personality.

Instruct the students to sit quietly with their eyes closed. Describe the "mystery student" using one physical characteristic and one personality trait. Then, with their eyes still closed, ask the class to name the student you are describing. Supply more hints as needed.

The student who correctly identifies the mystery student selects the next mystery student and gives both physical and personality clues about that student.

Evaluation Method. Teacher observation.

Enrichment Activities

1. Make bar graphs of visible physical characteristics of students (e.g., eye color, hair color, etc.)
2. Tape record classmates' voices. Have the class guess who is speaking. Discuss regional speech patterns if appropriate.
3. Invite three or four parents to describe family holiday traditions to the class. Discuss similarities and differences.

Personal Attributes

Define personal and professional goals
Develop an understanding of motivation for work

Setting Goals for Myself

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 4-6.

Materials. Bulletin board, construction paper, cardboard, scissors, and markers.

Procedure

Prepare a "Goal Setting" bulletin board using goal posts and a football player made out of construction paper. In addition, make first-place ribbons using blue construction paper. From the cardboard, make a couple football-shaped patterns students can use as a guide to make their "goal-setting" footballs.

Explain to the students that they are to set at least one goal for themselves they think they can meet within the next two to three weeks. For example, one such goal may be to spell correctly all the words on an upcoming spelling test.

Encourage them to select a goal that is challenging. Point out that something that is easy for one person may be difficult for someone else. Discuss how it is more rewarding to accomplish a difficult task than it is to achieve something easy.

Provide the students with construction paper from which they can cut out their footballs. Ask them to share the football-shaped patterns to trace an outline. When the students finish cutting out their footballs, have them to write their goal on it and post the cut-outs on the bulletin board.

Tell them to notify you when they reach their goal so they can put a blue ribbon next to their football.

Evaluation Methods. Assignment completion/grade, student report, class discussion, teacher observation, checklist, questionnaire.

Enrichment Activities

1. Invite three or four parents to tell how they set goals and accomplish them.

2. Repeat activity with other seasonal themes.

Personal Attributes

Develop a good self-esteem and positive self-image

Classmate of the Week

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 4-6.

Materials. Bulletin board, personal items from students for display.

Procedure

Students in the class take turns being the "Classmate of the Week" throughout the school year. During that week, the "Classmate" will receive special privileges, such as being the first one in lunch and recess lines or leading class activities.

In addition, the "Classmate" brings in from home items for display which tell something about the student. These items are posted on the bulletin board. Invite the class to look at the bulletin board during the week, and on Friday, discuss the display. At the end of the week, the "Classmate" draws the name of the next "Classmate of the Week."

Evaluation Methods. Student report, class discussion, teacher observation.

Enrichment Activities

1. Select a "Teacher of the Week."
2. Select a "School Worker of the Week."
3. Use intercom for "Happy Day Salute" for one person in building.
4. Invite people in different occupations to come and give talks on the "Career of the Month."

Personal Attributes

Develop a good self-esteem and positive self-image

Time Line

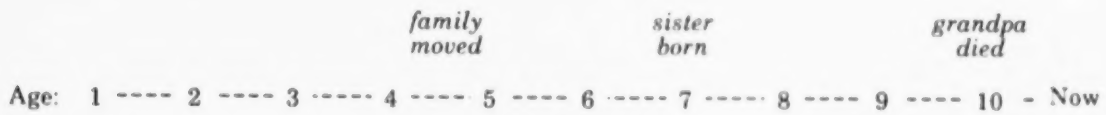
Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Crossroads I.

Materials. Paper, a pen or pencil, and a ruler.

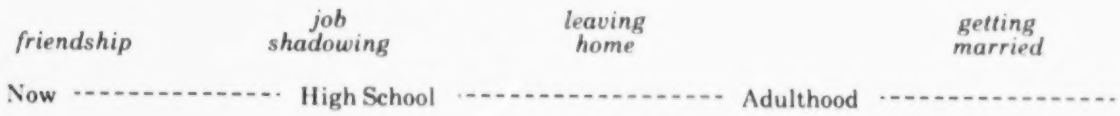
Procedure

Explain to the class how some events in our lives can have a significant impact on us. You may want to relay some examples from your own life or those of others.

Ask students to recall three events in their lives they feel have played a important role in molding their values, developing their character, and affecting their lifestyle. After they recollect these events, tell them to draw a time line and plot the events along it. You may use the following example to demonstrate how their time line should look.



Instruct them to predict events in the future that will have a profound impact on them. For example,



Discuss the following questions:

- Which past events, if any, did you have any control over?
- Which ones would you have changed? How?
- Over which future events do you think you will have control?

Evaluation Methods. Assignment completion/grade, class discussion.

Personal Attributes

Develop a good self-esteem and positive self-image
Display honesty in personal and work situations

You're One of a Kind!

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, Level 7-12.

Materials. Paper and a pen or pencil.

Procedure

Have the students pair up. Instruct the students to write their names vertically down the left side of a piece of ruled paper by putting one letter on each line. Then, have them exchange papers with their partners.

Beside each letter, students are to choose a word beginning with that letter that describes their partner's personality. When they finish, they return the papers to their partner.

The students then review the words their partner used to describe them. Ask them to place a star next to the words that make them feel good. In addition, they should study the list and decide if

- they feel the words accurately describe them, and
- there are any other words that accurately describe them. If there are, they should add the words to the list.

Evaluation Methods. Assignment completion/grade, class discussion, teacher observation, student report.

Personal Attributes

Define personal and professional goals
Demonstrate self-motivation and self-management
Exhibit self-confidence and self-awareness

Journal Writing

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. A pen or pencil and a spiral notebook for each student.

Procedure

Introduce journal writing at the beginning of the school year or semester. Explain that it lets a person explore their feelings and evaluate their experiences. Point out that in addition to being a positive way to channel emotions and stress, journal writing can improve their writing skills because it helps them organize their thoughts.

Begin by asking students to jot down a list of things that have been on their minds during the week. Next, have them review the list and circle the item(s) that has been the most frustrating for them.

For each item they circled, ask them to list several options which would solve or eliminate the problem. They should then select the option they wish to pursue.

At this point, discuss how this process helped them deal with a frustrating situation. Point out that this writing process often relieves stress and is an effective problem-solving technique. Encourage them to use this process whenever they encounter problems.

Have students record their progress toward resolving this and other problems as a regularly scheduled part of their day. For example, set aside the last ten minutes of each class period for journal entries.

Above all, the confidentiality of the journal entries must be guaranteed. Students must feel secure or they will avoid putting their honest expressions into writing. However, students may volunteer to share their writings with others.

Evaluation Methods. Student report, teacher observation, class discussion.

Personal Attributes

Demonstrate emotional stability
Exhibit self-confidence and self-awareness

Values Auction

Adapted from the Osseo-Fairchild Developmental Guidance Curriculum, High School.

Materials. "Values Auction" handout (copy included), play money, and a pen or pencil.

Procedure

For this activity, the students—while working within a budget—will place a monetary worth on the items listed on the handout. Then, those items will be auctioned off to the highest bidder.

Distribute to the students copies of the "Values Auction" items and an "X" amount of money to spend on those items.

Instruct the students to look over the list and decide how they will spend their money, without exceeding their budget. They may spend it any way they wish. For instance, they may put all the money on one item or spend it on a number of items. When they have made their decisions, direct them to write that figure in the "Amount Budgeted" column. Remind the students that they must stay within their budget.

After all students have completed their budgets, the teacher serves as an auctioneer and sells the items to the highest bidder. Tell students that they may bid more than they allotted in their budget, but caution them that they then will have less to spend on something else. They may not borrow money from other students.

Direct students to keep track of the auctioned items by filling in either the "Amount I Paid" column (when they buy an item) or the "Amount Others Paid" column. After all the items are sold, determine which values garnered the highest and lowest bids, and discuss why.

Evaluation Method. Class discussion.

Values Auction

	Amount Budgeted	Amount I Paid	Amount Others Paid
1. Freedom to do what I want.			
2. A chance to direct the destiny of a nation.			
3. The love and admiration of friends.			
4. Travel to anywhere in the world.			
5. Complete self-confidence and a positive outlook on life.			
6. A happy family relationship.			
7. Being recognized as the most attractive person in the world.			
8. A long life free of illness.			
9. A complete library for my private use.			
10. A satisfying religious faith.			
11. A month's vacation with nothing to do but enjoy myself.			
12. A lifetime of financial security.			
13. A lovely home in a beautiful setting.			
14. A world without prejudice.			
15. A chance to eliminate sickness and poverty.			
16. International fame and popularity.			
17. An understanding of the meaning of life.			
18. A world without graft, lying, cheating, or corruption.			
19. A satisfying love relationship.			
20. Success in my chosen career.			